Middlebury

COLLEGE NEWS LETTER WINTER 1976

Inauguration issue

Around the Hill

College Librarian Victim of Heart Attack

John R. McKenna, Librarian of the College for eleven years, suffered a sudden heart attack on the evening of September 30th while walking near his home. He died two hours later in the Porter Medical Center. Mr. McKenna was esteemed as counselor and friend by all of his associates on the Faculty and staff and by thousands of students, past and present.

During his tenure at Middlebury, the Library had an unprecedented growth and much of Mr. McKenna's last year was devoted to coordinating the planning for an expansion of its facilities. John was directly responsible, through his active involvement in the selection of new titles, for much of the growth in usefulness of the Library's holdings.

Born in Ottawa in 1917, he graduated from Queen's University in Kingston, Ontario in 1947 and took his degree in Library Science the following year at McGill. He had served in the RCAF in 1942-45. Before coming to Middlebury in 1964, John had been reference assistant at the University of Maine, assistant librarian at Bowdoin, and for seven years librarian at Colby College. He was also business manager of the Colby College Press, consultant to the Ricker College Library, and treasurer, and in 1969 president, of the New England Library Association.

At the funeral mass in St. Mary's Church, Middlebury, on October 3rd, the Middlebury College Choir participated, as did Dean of the Faculty Dennis O'Brien and Professor of History Nicholas Clifford.

In the minutes read before the Faculty at its next meeting, Paul Cubeta, Academic Vice President, noted that John McKenna, for eleven years "the vital spirit of our Library," had acquired more books for its collections than had all of his predecessors combined in the preceding 165 years. "Lover of the contents of books, he self-effacingly saw his role as servant of teacher and student, yet he was truly a wise and knowledgeable scholar . . . His gentleness and wit could have disarmed any combatant, but John's way was one of patient listening, of quiet and firm persuasion, and, trusting, he knew no enemy. He was a magnanimous man of faith . . . a generous friend and a good man."

John R. McKenna
1917 - 1975

A Full and Varied Week

Inaugural Week, October 26 through November 2, offered the campus community a historical exhibit; a music, dance, and poetry performance; a poetry reading; two lectures; two addresses; and a sermon. It brought to the campus such well-known speakers as Mortimer Adler, Archibald MacLeish, and Bill Moyers, and representatives of 33 colleges and universities—from Amherst, Bates, and Baylor to Williams, Windham, and Yale.

The week's schedule began on Sunday evening of the 26th with a Faculty reception at an exhibit of College *historiana* in the Johnson Gallery. There David Bumbeck, Artist-in-Residence, had mounted a fascinating show of old photographs, paintings, etchings, laboratory instruments, classroom chairs, posters, programs, tickets, presidential portraits, and even the original weathervane from Old Chapel. "Middlebury Portraits, Views, and Memorabilia" continued on view throughout November.

On Wednesday afternoon William Catton, Charles A. Dana Professor of History at Middlebury, lectured to a full house in Mead Chapel; his title, "America, Land of Change, Land of Hope." (Excerpts from this lecture are presented on page 25.)

Thursday evening, Mead Chapel was again filled for a lecture by Mortimer Adler, from California, entitled "The Schooling of a People." (Portions of his lecture are published on page 20.)

The next morning Archibald MacLeish read some of his poems before an overflow audience in Mead Chapel. He preceded his reading with some remarks addressing the present-day too-prevalent loss of faith in democratic government. (These observations are presented on page 14.)

That evening, after the inaugural dinner in the Johnson Building, guests repaired to Wright Theatre for "A Tribute of the Performing Arts at Middlebury", offered by students of Music, Drama, and Dance. The program included a performance of Frost's "The Masque of Reason" directed by Prof. Erie Volkert; a reading by Prof. Robert Pack of two poems; and the presentation of four new dances choreographed and performed by students and their instructor, Christine Lister Temin. Prof. George Todd composed the music for one of the dances.

Saturday, November 1st, Middlebury's birthday and Olin Robison's inauguration day, began at 10:30 with the procession into the Memorial Field House gymnasium of presidents emeritus and elect, trustees, faculty, delegates, and official guests. Chairman of the Board Arnold LaForce '35 presided.

The processional music, played by the College Orchestra, was the Allegro of Handel's *Water Music Suite*. For the recessional, the orchestra played two movements from Telemann's *Overture des Nations Anciennes et Modernes*. Ronald Smith directed the orchestra; Emory Fanning the choir.

In the course of the program, the College Orchestra and Choir presented the anthem, "Let Thy Right Hand be Strengthened" by Handel and the Choir sang the Brahms motet, "Schaffe in mir, Gott."

IN THE ROBISON INAUGURATION ISSUE

Cover: At the Faculty reception in the Johnson Gallery on Sunday evening, which opened the Inaugural Week, Faculty members and their wives chatted informally with Middlebury's new "first lady", Sylvia Robison.

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Middlebury
COLLEGE NEWS LETTER

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Winter 1976

EDITOR: Editorial Board: Ray Bosworth '29, Murray Hoyt '26, Howard Munford '34, Lester Ingalls '41, Gordon Perine '49, Kenneth Nourse '52, Barbara Villet '52, Bruce Peterson '56, Max Petersen, Barbara Weeks.

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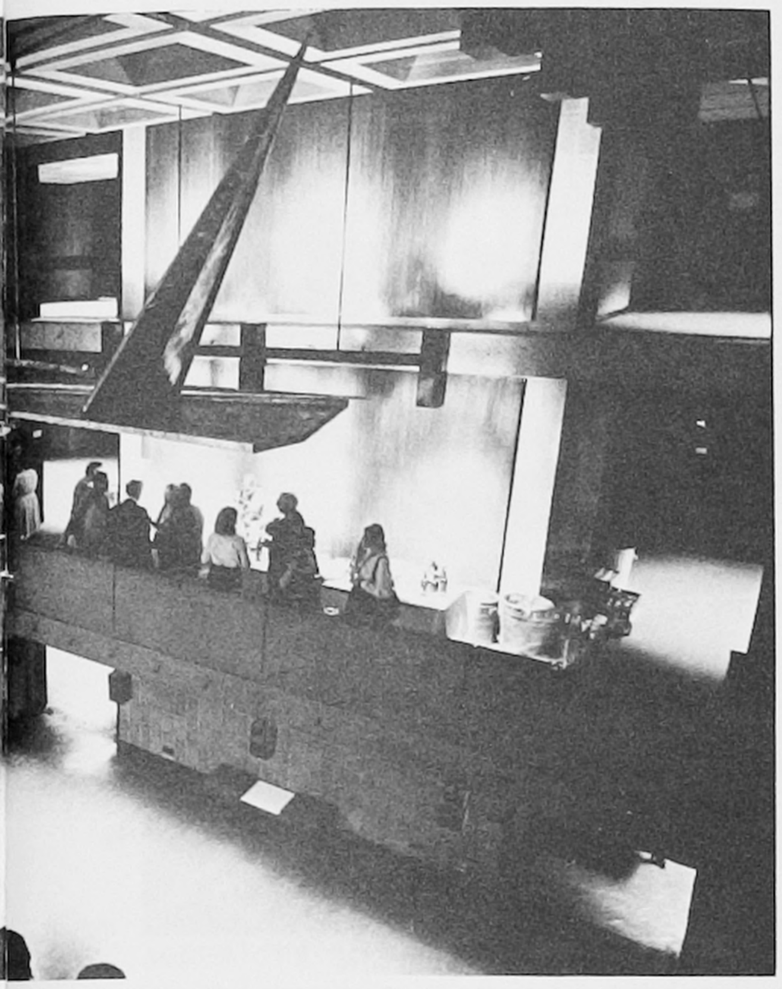
The Middlebury College News Letter is mailed without charge to all alumni. A parents edition, without alumni news, is mailed without charge to all parents of students and recent graduates. Every alumnus is asked to inform the Alumni Office of his change of address and of any news concerning himself or another alumnus.

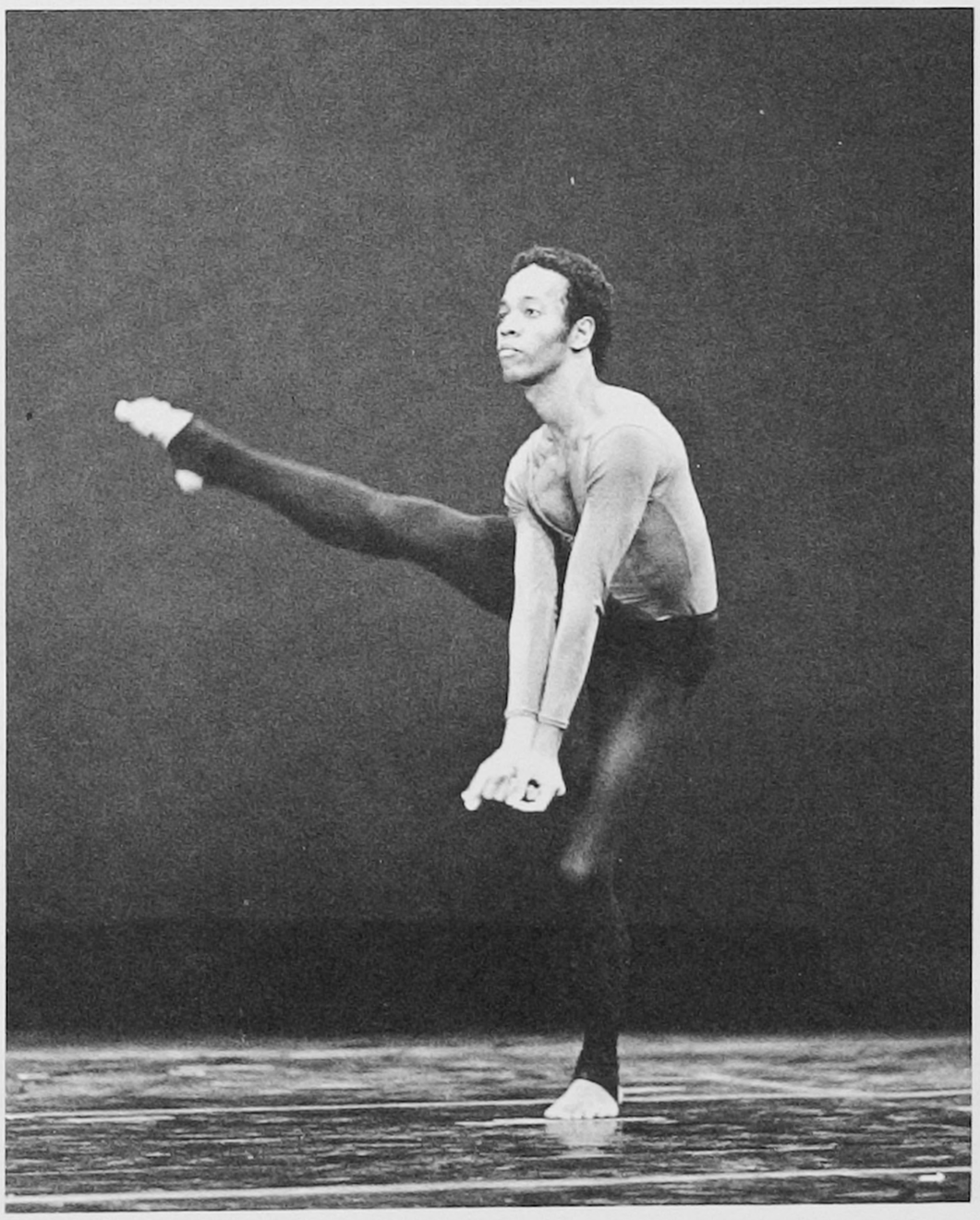
Position Available

Gregor Hileman is resigning the editorship of this magazine with the publication of the Spring issue. In announcing the resignation, Vice President Walter Brooker '37 said, "Greg came to Middlebury in 1967 as Assistant Director of Development and took over the additional duties of News Letter *editor in 1968. During these years he has done an outstanding job in providing alumni with a quality magazine."*

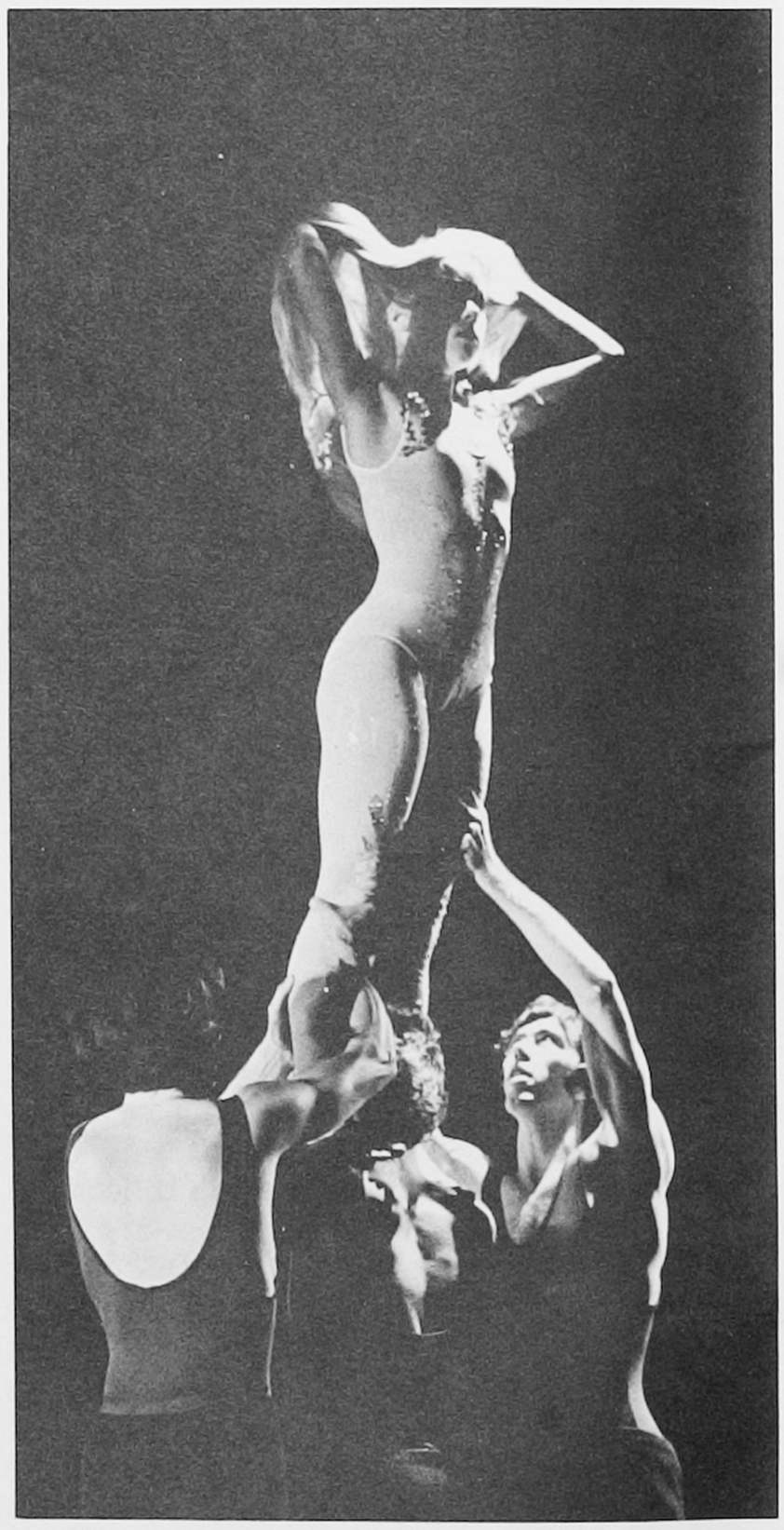
Responsibility for editing the News Letter, *hereafter, will be included in the duties of the Editor of Publications, a new position. Alumni or others with writing, layout, and photographic skills who wish to apply for this position should send resumes to Kenneth A. Nourse '52, Director of Public Affairs, Old Chapel.*



Historical exhibit in Johnson Gallery was focal point of Faculty reception (above, left), which opened Inaugural Week, and of inaugural dinner on Friday next. At left, Prof. Harnest discusses old Physics apparatus with Pat Cooney; below left, Mina and Bill Catton chat with Ray Saulnier '29, trustee, and above, the Armstrongs greet friends. After dinner, guests saw (far left) Paula Douglas '76 elevated in "Sunscape" and Mike McNeill '77 (below) dance to Gershwin music during "Tribute of the Performing Arts" in Wright Theatre.



For their 1975 family portrait, Sylvia and Olin Robison sit with sons Blake, 9, Gordon, 12, and Mark, 5.



Between the anthem and motet, guest speaker Bill Moyers offered "A Perspective" (see page 9).

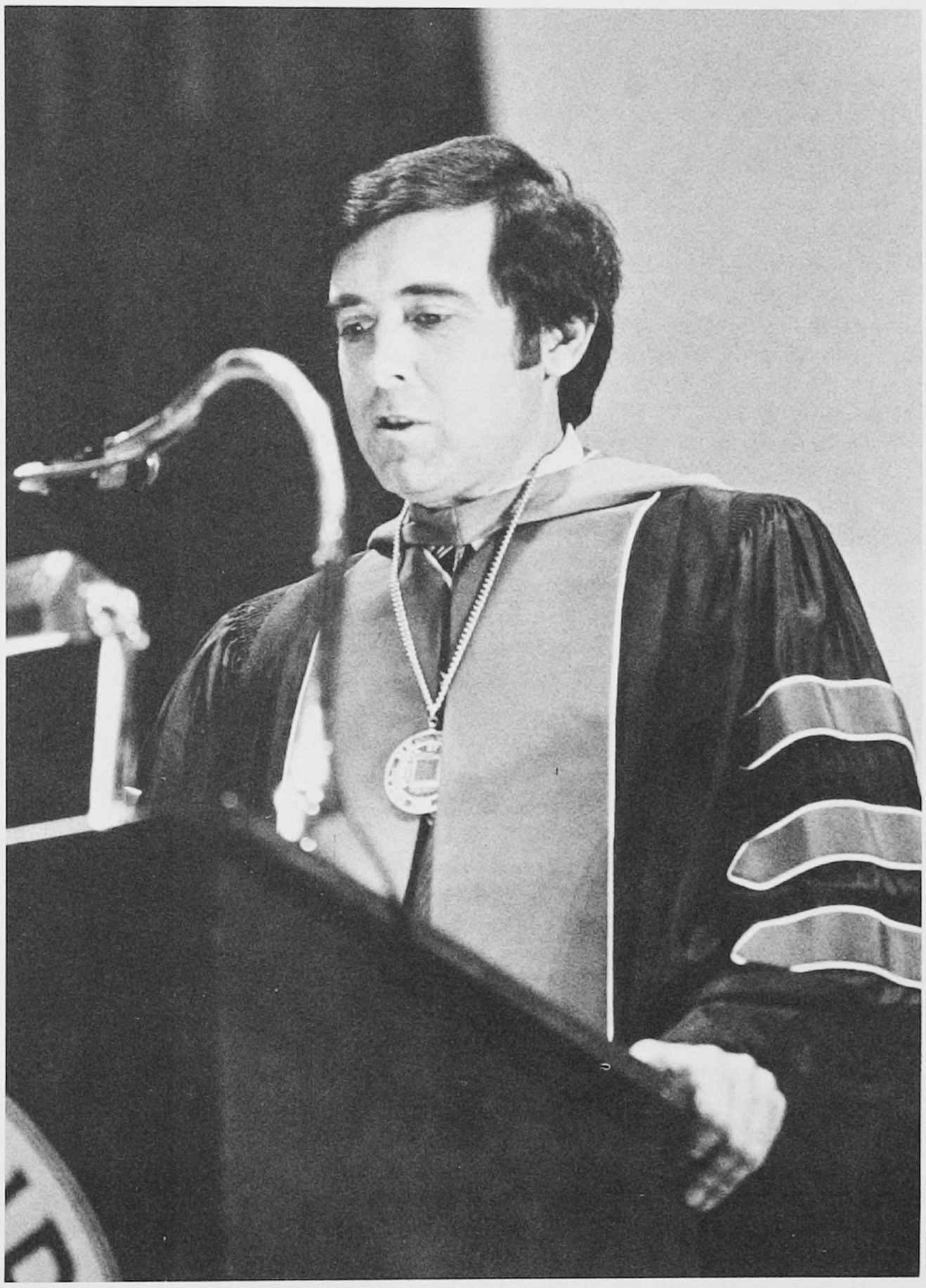
Following a brief greeting from President-emeritus Armstrong, Olin C. Robison was invested in the robes of the Middlebury College Presidency by Mr. LaForce and the College Seal was hung around his neck by the retiring president, Dr. Armstrong. President Robison then presented his inaugural address (see page 5). After the benediction by John David Maguire, president of the State University of New York at Old Westbury, the ceremonies concluded with the recessional a few minutes before noon.

The inaugural luncheon which followed was held in the Proctor Hall dining room (students lunched that day in the three student-society dining rooms). At this luncheon for the president's official party, the delegates from other schools, representatives of local and state governments, and some members of Faculty and the student body, greetings were brought to the new president from nine constituencies: from the Faculty, the undergraduates, the three schools—Baylor, Wesleyan, and Bowdoin—with which Dr. Robison had been most closely associated, the alumni, the Middlebury community, the Parents' committee, the State, the Congressional delegation, and the delegates from other colleges and universities. An acknowledgement of these greetings by President Robison concluded the luncheon.

On Sunday morning, the inaugural sermon was preached in Mead Chapel by Dr. Robison's good friend, John D. Maguire (see page 30).

Thus ended the eight days of festivities in Inaugural Week. We present, here, some scenes from those happy events.

President Olin C. Robison's Inaugural Address



I remember years ago as a student in England that about once a year Sylvia and I would call home—usually at Christmas. Such a big event—all four or five minutes of it—required planning and represented a relatively major investment. Once the call got through, the main feeling was, "Wow, this is costing so much, I really have to say something important."

My feeling today is very similar. This day is such a signal event in the life of the College—not to mention for me personally—that I feel I really must say something important. And if not genuinely important, then at least intelligent. That knowledge, alone, is guaranteed to bring the mental processes to a grinding halt. I am profoundly grateful to Mortimer Adler, Archibald MacLeish, Bill Moyers, and John Maguire for helping us in our celebration, but honesty requires a confession of my envy of them, during the past few days of preparation for these festivities. After all, I said to myself, they can say whatever they like and then leave town!

I have even had bad dreams—one being that I turned up and no one else was here. It reminded me of the yarn of a politician years ago who arrived in a particular town where he had been engaged to give a speech. No one met him at the station but since he had already been paid, and since he was an honorable man, he made his way to the town meeting hall. When the appointed hour came, he was still the only one there.

Showing admirable determination to keep his commitment, he got up and gave his speech anyway. About two-thirds of the way through his speech, one lone man came in, walked all the way to the front row, and sat down.

Our friend was fascinated. He looked down at the newcomer and said,

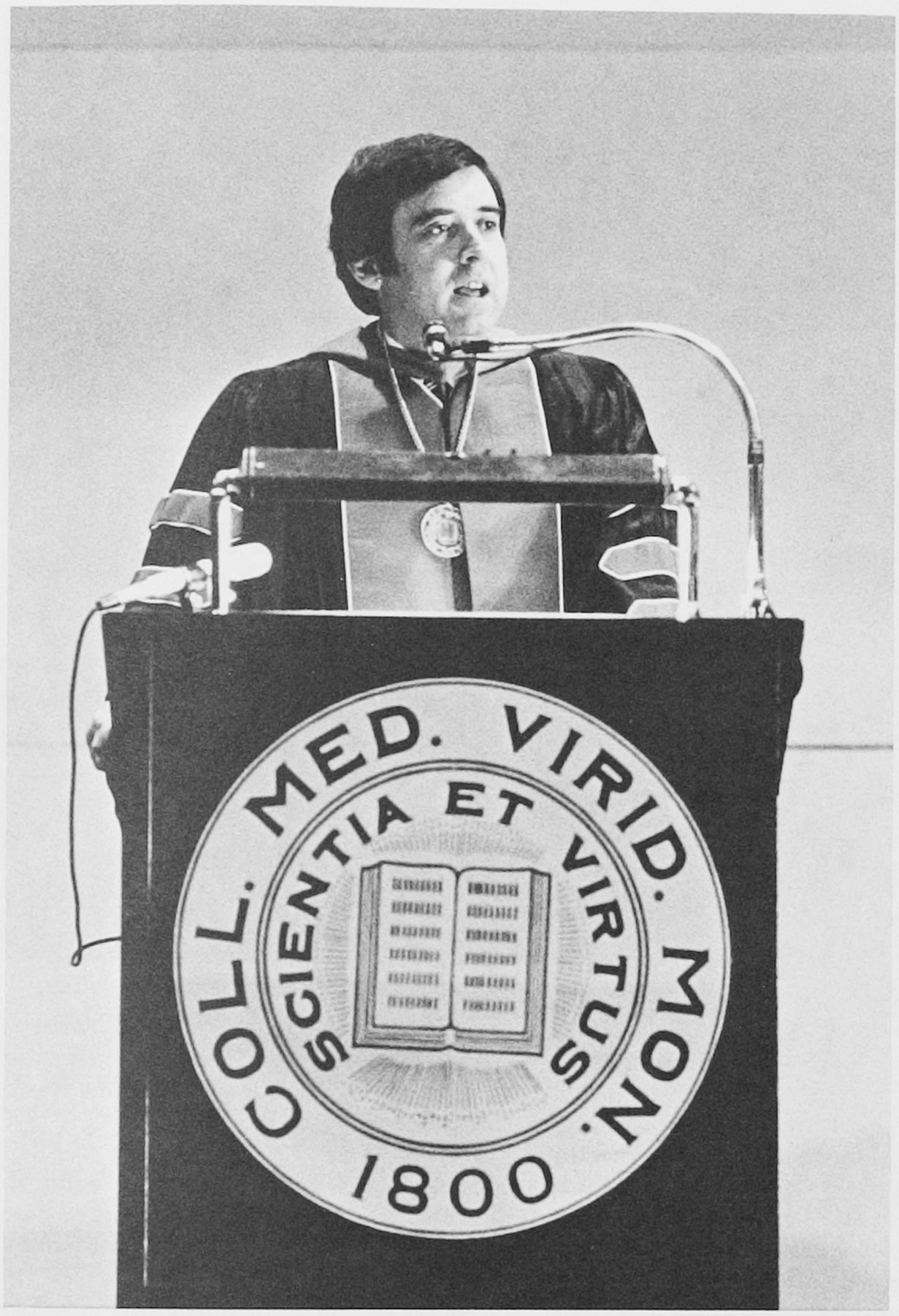
"I suppose you're the janitor, come to close this place up?"

"Oh, no," the man said, "I'm the second speaker."

What a joy and privilege it is for me to be here! I am humbled and a bit frightened at the trust which has been placed in me. At the outset I want to say simply and without embellishment that I am grateful to this College community, and especially to the Board of Trustees, for the opportunity to become a part of this special place. It is a challenge I freely accept, and I pledge to you an honest effort to discharge the responsibilities of this office with integrity. New college presidents inherit several constituencies, each with a life of its own and each requiring a different kind of accountability. My goal is to help these several constituencies complement each other in constructive ways for the good of the College.

This is a very special day. It is a time to celebrate belonging. Yes, being part of an institution—a time to tie the pres-

After Mr. MacLeish's reading, president (lower right) escorts his guest to Friday luncheon (above) where camera also finds Dean-emerita Elizabeth Kelly (right). In "Tribute of the Performing Arts" (below), seniors Kristina Lindbergh and Chris Barron exude 'Twenties world-weariness as they tango to Gershwin tune.



against the crowd, in whom we are eager to find a hero or a champion.

We have a new twist on the ancient practice of placing the sins of all the people on a scapegoat and then driving the goat into the wilderness. We now seek vicarious virtue through identification with those who challenge and humble the system.

The moral man in the American dream was once the builder; one now suspects that the distinction may best be achieved by being the critic.

There is more than passing cultural pressure to accept the notion that morality is only to be found in pitting oneself against the organization. If the spectrum of behavior runs from conformist to adversary, little that is admirable is ever attributed to the conformist.

It has become fashionable to be seduced by the romance of conspiracy—to believe that there is organized wickedness so grand in scope, so pernicious in intent, and so appallingly effective as to dwarf the positive efforts to any single individual.

It is all too easy to see in every organization only that which inhibits freedom and is soul-destroying. One wonders at a world in which evil is always corporate and is so grand that our own sins always look petty and therefore more excusable by comparison.

However, it is not as the lone cowboy, or as one against the crowd, that most of us find meaning and purpose in life. It is in being part of some larger whole—of some institutional affiliation—that life takes on worth; that we are challenged; that we have pride.

The goal then is in making the institution a vehicle of values worthy of pride. The challenge is great in any institutional setting—in church, government, or corporate world; but it is even greater in a college because this is a place where we unapologetically deal with knowledge and values—where one of the highest values is the questioning, itself. But it is also a place where there should be the greatest effort to teach ourselves to question and challenge each other in ways that are humane—in ways that foster intellectual and spiritual growth.

It is in this sort of place that the whole can be larger than the sum of the parts. If this place has the mark of greatness, it will be because, having been affiliated with it, we each want to be better or more than we have been.

Middlebury has been and remains that place for thousands of people: it is the place where vision has been raised;

where minds have been challenged;

where the spirit has been lifted;

where life has been made fuller, and richer.

And where men and women have better equipped themselves to be whole human beings—capable of commitment and purpose for tasks beyond this place.

Be more specific, you may charge: but I cannot, for this is a time to talk of larger purpose; to talk of what, beyond knowledge of a specific field, we all hope for Middlebury as we look to the future.

It is customary at this sort of occasion for the new President to state some of his goals for the College. At virtually every public event since I arrived here, someone has asked, "What do you intend to do?" My reply has been, in the tradition of the artful dodger, "To try to survive until Thanksgiving."

My principal desire is to emphasize continuity between the past and present. I have been fortunate to come to an institution which is strong and healthy and humane. There will, of course, be changes, but it is not of great importance to be precise and definite at this time as to what those changes will be. My hope is that whatever we continue to do or

"If this place has the mark of greatness, it will be because, having been affiliated with it, we each want to be better or more than we have been. Middlebury has been and remains that place for thousands of people."

ent and future to the past.

It is a time to celebrate those aspects of life which are richer and fuller when done in common—to celebrate those friendships born of shared endeavor.

I am fully aware that there is much our institutions have not done well, or have done inequitably, or where they have fallen grievously short of the mark. But today I want to celebrate the best of what they are and what they can be.

I would like

first, to make some assertions about the changing limits of the permissible behavior of institutions toward individuals;

second, to talk a bit about that great American hero, the lone cowboy;

third, to suggest some resultant attitudes about institutions, and

fourth, to suggest some implications of the above for a place like Middlebury.

First, some remarks about institutions and what we as a people are prepared to permit them to do. We may, in time, come to look upon the third quarter of the twentieth century as one of the most constructively creative periods in the history of the Republic. It has indeed been a time of wars and rumors of wars, strife and frustration, anguish and turmoil:

Korea,
Quemoy and Matsu,
Hungary,
Czechoslovakia;
Vietnam,
Biafra,
Bangladesh,
Ireland;
Birmingham,
Selma,
Watts,
Boston.

But it is not the fact of these wars and tensions that makes our recent past distinctive. It is that growing out of some of these conflicts men and nations have begun to behave more humanely toward each other—not necessarily for the right reasons, but only a hard-core Calvinist would insist on that.

The most recurrent theme running through the major tensions in our own country in recent years has been the relationship of institutions to individuals; it has been a time of reassessing the permissible limits of what institutions can expect of people—or what can be demanded of people with or without their concurrence.

The Civil Rights movement was aimed first at the institutionalization of discrimination. This struggle—this redefinition of societal responsibility must surely be the most important redefinition of cultural values in our generation.

The protests over the war in Southeast Asia were, as much as anything else, a questioning of what a democratic government can require of its citizens . . . most specifically, how much explanation does a democratic government owe a man before it requires him to go to war?

Consumer organizations are challenging the right of corporate institutions to sell whatever they can develop a market for.

The women's movement is challenging the institutionalization of prejudices about what women can and cannot do.

Much of the campus unrest in recent years has had to do with the extent to which colleges and universities can impose requirements on students without giving those students some voice in developing those requirements.

I look upon almost all of this as progress. What is being said, in effect, is that this republic is sufficiently mature that its institutions can no longer be allowed to grow strong at the expense of individuals.

Our maturity as a culture now requires that we always ask what the effect of a new policy or program will be on the clientele of the institution contemplating some new direction.

Let me now turn, rather abruptly, to the subject of the American as individualist. Few themes have been more pervasive in American culture than that of the lone cowboy, one man against the crowd, the tenacity of a single honorable man versus the perniciousness of the organized forces of evil.

Every Texas schoolboy knows of the legendary powers of the Texas Rangers—"One riot, one ranger," we were told.

Which of us hasn't identified with Gary Cooper, or John Wayne, or any one of dozens of other movie heroes as they gave themselves unflinchingly to duty, honor, and their fellow man—even to the point of losing the girl?

And which of us has not looked with grudging pride upon Henry Kissinger—that most unlikely lonesome cowboy—as he personally, on the spot, presides over the cutting of the Middle Eastern Gordian knot, or as he brings within manageable bounds one more world crisis?

These are the days of

- the detective solving the crime despite an uncooperative chief of police;
- the investigative reporter pressing on despite insurmountable odds including a tiresome editor;
- the doctor saving the patient even though the hospital administration makes his or her job harder.

Most of us cheered when the chairman of the board of General Motors was called before a committee of the United States Congress to apologize for harassing a young man with a cause: Ralph Nader, that modern St. George, had tweaked the tail of the corporate dragon.

All of which brings me to the third point, which is that with so much vigorous reassessment of institutional prerogatives—involving stories of unscrupulous and predatory organizations perpetrating injustices on honest, unsuspecting, or helpless individuals—it is usually our friend, the lone cowboy, the one man

A Perspective

by Bill Moyers

Mortimer Adler, a philosopher, was here to speak wisely to the ages. Archibald MacLeish, a poet, came to speak passionately to the heart. John David Maguire, a theologian, comes tomorrow to speak boldly to the soul. It is typical of Olin Robison that he would invite not only a philosopher to speak wisely, a poet to speak passionately, and a theologian to speak boldly, but a journalist to speak truthfully.

We became friends at a moment when young men dream dreams and skip chapel. And it was during a chapel service when Olin and I, seated outside the building at the Seminary sharing an apple pie, decided that he should go to Oxford to get an education and I should go to the University of Edinburgh to get religion. He got his education and became a college president; I am still trying to get religion. [laughter]

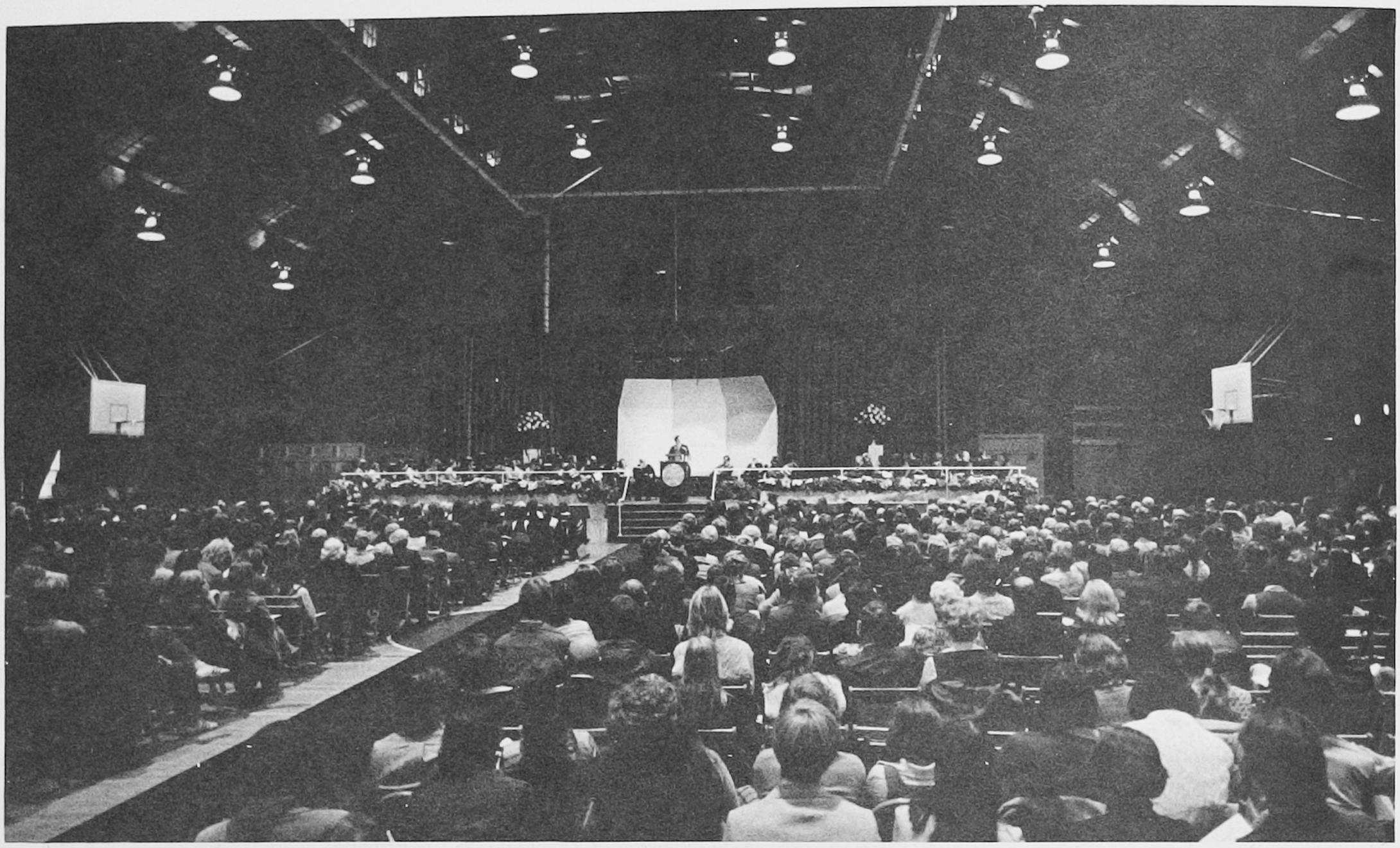
A perspective—for Olin: when Nicholas Murray Butler had been president of Columbia University for six months, he encountered President Eliot of Harvard, who had been in office for many years. Said Butler to Eliot, "This is a terrible kind of job we have here! Have they ever called you a liar?" And Eliot replied, "Called me a liar? Man, they've proved it!" [laughter] I was at Harvard Monday filming a television program at historic Wadsworth House in the center of Harvard Yard, and I noted there from the diary of the great Boston divine, Phillips Brooks, who was staying at Wadsworth House while preaching to the students of Harvard (not that it would have any good effect), these words: "I have had two callers this morning; one of them was inquiring the way to the Kingdom of Heaven, the other asked where he could find the Bursar's office." I offer them as a perspective for an incoming college president.

Most widely known for his TV journalism, **Bill Moyers' Journal**, on PBS since 1970, Mr. Moyers was previously an organizer and Deputy Director of the Peace Corps, Special Assistant and Press Secretary to President Johnson, and from 1967-'70 publisher of **Newsday**, the largest Long Island daily. He graduated from the University of Texas in 1956 and from Southwestern Theological Seminary in 1959.

A perspective for this community: I come as a stranger to Middlebury, a friend of your incoming president and, in common with all of you, a pilgrim on a journey that makes strangers obsolete and friendship imperative. So I offer this in friendship: Not long ago, my wife and I took our children to Hayden Planetarium in New York. As we climbed the stair toward the exhibit hall where the display of the heavens awaited, I noticed a sign with an arrow pointing to the right. On the sign were the words, "*Solar System and Rest Rooms.*" We live in a time in which the great mysteries of infinity and such commonplace necessities of life as waste disposal are equally important. To be true to its ideals 200 years after its birth, America must attend to its plumbing. Any institution 175 years old which reaches for the stars must also care for the needs of life on this earth.

A perspective for each of us. Not long ago, I was filming a program about two cowboys in Colorado. I took my ten-year-old son, John, with me. Toward the end of a spectacular Colorado day, we were driving together back toward the trailer where we were staying. As we came down the canyon from which we could see out toward the mountains to the south, awash in the last sunlight, my son said, "Dad, of all the things I've seen in my life, those mountains are the most wonderful!" And I asked, "Why, John?" And he said, "Because they remind me of things that last." A perspective for each of us.

When Olin and I graduated from college in the mid-'50's, it was fashionable for speakers on occasions like this on college campuses across the country to talk about the Great American Dream. We were the last of the optimists. We



whatever changes we embark upon, they will be done *deliberately*; that we not drift, or appear simply to coast, from past momentum.

The curriculum is of course the most central part of any discussion of what a college is. As most of you know, we have already embarked upon a discussion, in the appropriate groups on the campus, as to what the next logical step in the curriculum ought to be. I accept the premise that the demise of distribution requirements was appropriate and timely, but I also accept the premise that there must be a next logical step in the development of the liberal arts curriculum and I am anxious that Middlebury College engage in the kind of discussion and planning which will lead to that next logical step. It is not important that we be the first college with any particular curricular innovation; nor is there any distinction to be gained by being the last.

Middlebury College is well-housed. We do, however, need to proceed with dispatch in expanding our library facilities. What we have is good but there is not enough of it; we need more study space. We must make a decision as soon as possible as to whether we should try to expand our present facility or start from scratch to build anew.

We will be undertaking a number of renovations of current space in the course of the next year or so, but these will be undertaken only to the degree that they can be paid for with the reserves in hand so as not to incur any new debt.

This administration will commit itself to an aggressive program to increase the College's capacity to extend scholarship and grant aid to students from middle-income families. Like so many of its sister institutions, Middlebury is in danger of becoming populated almost exclusively with students from very affluent families and from very low-income families, with little aid to offer those from the middle-income brackets. Without elaborating, I would simply say that I do not see that as a healthy situation and we will hope in the early years of this administration to find new scholarship endowment to assist in this area.

I am concerned also that we be able to pay all of those in the employ of the College a decent and competitive compensation and that we make every effort to keep salaries moving up at rates to offset inflation. This may not prove to be possible, but it is a goal. No one wants to lose buying power.

Some years ago, one of our children, along with a playmate, made quite a fuss over an abandoned packing crate which, they announced, was their club.

"What do you do in your club?" I asked.

"Oh, not much," one of the children replied.

"We just go by a couple of times a day to make sure that no one else is in it."

Our purpose is the opposite: To try, within the limits of our resources, to make this exceptional opportunity available to those who can best take advantage of it and, at the same time, to pass that responsibility on to them.

Some while back I was watching a young woman being questioned by a BBC interviewer. At the end of their discussion he asked her to talk about the most exciting thing in her life, to which she replied, "I hope it hasn't happened yet."

We, too, here at Middlebury, on our 175th birthday, hope it hasn't happened yet. □

dear Brutus. . .? The root of America's yearning lies not in an idealized past or a romantic Shangri-la, or the future; it lies in the discovery, of what the early Levellers called "self-propriety." Self-propriety: the sense of worth without which an individual is a tool of a blind fate. Self-propriety: the quality a person possesses is his or her own right. Webster's new Third International Dictionary says of the definition of "propriety," that the first meaning, of "a special nature of peculiar and undeniable property," is now obsolete. Run your finger down the list under the s's, look for "self-propriety": you won't find it. You will find "self-abasement", you will find "self-addressed", you will find "self-aggrandizement", you will find "self-centered", you will find "self-delusion", you will find "self-doubt", you will find "self-evident", you will find "self-possessed", you will find "self-pity"—but you will not find "self-propriety."

Self-propriety goes beyond a mere awareness of self to the knowledge that we possess by birth the right to *do* something with this life. It is what novelists used to write about, as Lionel Trilling has pointed out—how you were born and reared and shaped; how you took over and did the best you could; how you made a *good self*. It is the idea of believing you can be what a human being should be—partly for the satisfaction of being so, partly because trying to be so is a basic political act.

Consider how the course of recent events might have been different if the men in the White House had had a keen sense of self-propriety. They were quite aware of themselves; they were very conscious of their powers and alert to their opportunities, but a high regard for making a good life? They wouldn't say no; they went along when they knew better; in the clutch they lied; and when it came time to accept responsibility, they tried to shift the blame. "I just did my part." "I was a conduit." "I was just a messenger." "I took the money but didn't know why." "I raised the money but didn't ask how it was spent." "I made the call but didn't know what it meant." "I typed the memo but I didn't read it." "I was just obeying orders, I wasn't there to think." "I listened to my subordinates and they kept telling me it was all right." These examples from the Watergate transcripts reminded me of the time I came home to find my young son crying. I asked, "What happened?" And he answered: "She kicked me in the stomach!" I said, "Suzanne, did you kick your brother in the stomach?" And she replied: "It was his fault; he turned around." [laughter]

The idea of self without moral or philosophical content—of goals but no standards—of means irrespective of ends—of adulation, not achievement—of success, not satisfaction—of rewards, not justice—of the individual who takes himself lightly historically, however bloated he may take himself personally—these ideas are heresies from human possibilities. But don't get me wrong; I'm not talking of the self isolated. I am speaking politically. There is no self without the other. There is no "me" without "you"; there is no first-person-singular without the first-person-plural; no "we, the people" without "each other." There is no Mississippi or Vermont without a New York. There is no Long Island without Hawaii. This is the most fundamental political reality of our time. Without it—for all the education, for all the communication, for all the inspiration, for all the wealth—we will lose the contact and response, the personal identity and social covenant, the communion with others who share conscience and a sense of history—upon which a truly human existence depends.

Self-propriety and the other: I have been groping for how best to say it. And I discovered it in your News Letter as I saw the names of the men who have led you: Atwater, Davis, Bates, Labaree, Kitchel, Hulbert, Hamlin, Brainerd, Thomas, Moody, Stratton, Armstrong, and soon, Robison. I thought, what is it that ties them to this moment? Some did better than others; some failed. Yet each built for others to follow. "The solid and steady growth of the college during his long administration set the stage for the more spectacular gains of his successor." "His accomplishments made possible the outstanding achievements of his successor." "His strengths were the beginnings of another's success." And so on. Each had a sense of self-propriety, each sensed however unspoken, that he was part of something that would stay, of something that would last. Because of that long train, we are here for this occasion. As yet another comes to take the helm of this institution, the chief purpose remains as it was in the beginning; to encourage men and women never to be satisfied with modest competence in matters of character and intellect, to say to each new generation, "Go for broke—for a higher level of humanity." □

were possessed then with the idea of a bountiful destiny. The future was there for the taking and optimism was second-nature to us. We had been schooled to believe from the beginning that America was a new chosen people with a mission—to lead the children of freedom through the wilderness of self-government to a new land of order, liberty, and plenty.

Olin and I had some specific sources for our optimism. We had been born in the depressed '30's, grew up in the painful but triumphant '40's, and came to majority in the exuberant '50's. In that short period of time the United States had turned back the imperialism of Japan, liberated 400 million people from the tyranny of Hitler, stopped the invaders of South Korea at the 38th parallel, rebuilt the homes of our vanquished foes, and launched here in this country a course that would lead us to an era of lasting peace and prosperity (or so we thought.) Now it would be our generation's shining lot to cross the New Frontier and build a Great Society that would realize the rich promise of the American future.

Well, the boundaries of that New Frontier seem as quaint today as a Medieval map of the world. And the blueprints of a Great Society lie buried in the ruins of Watts and Detroit, and in the swamps and jungles of Vietnam. As I travel this nation as a journalist, I find a people infected with cynicism, skepticism, and bewilderment summed up by a survivor of our era, now a disillusioned and scarred old man of 36, who wrote as a kind of epitaph of his experience in his innocent twenties, "We shall *not* overcome." If this were the sentiment of one generation alone, it would be bad enough. But it pervades much of America like a spiritual plague. Millions of citizens seem to have lost their equilibrium, to have succumbed to what Arnold Toynbee called "a failure of nerve." And millions of Americans believe things, for the first time, are getting worse instead of better. Only this week, in testimony before Congress, leading experts on public opinion reported that public confidence is lower than it has ever been since they began to measure such things scientifically. Americans are uncharacteristically pessimistic about their personal lives and the state of the nation. (I said to a friend of mine on Wall Street not long ago, "How do you feel about the market?" He said, "Well, I'm optimistic." I said, "Why do you not look so optimistic?" He said, "Because I'm afraid it's not justified." I know what he means.) Until recently, the pollsters said, Americans continued to be optimistic about their personal lives although their confidence in Washington was plummeting. One of the pollsters told Congress: "If the current downward trend persists, it is within the reach of possibility that the United States will in the near future experience its greatest crisis in confidence since the great depression in 1933."

In 1970 I traveled the country and wrote a book called *Listening to America*. In its conclusion I summed up what I thought was the basic mood of America five years ago: antagonism. As I travel the country today, the mood is resignation and perplexity. There are some reasons for it. "Everything that's tied down is coming loose," Gabriel said in *Green Pastures*; all the virtues and verities that became part of the heroic American myth which we believe indomitable in our time—from the idealism of the country to the worth of the individual to our unity as a people—all of that is coming loose. On the eve of our 200th anniversary as a republic, the United States have been whipsawed internally until faith in the country and hope for its future have been shaken, and the mood of its people has become one of resignation and disbelief. As Archibald MacLeish once said, "The great American frustration is a numb, unformed, persistant sense that we Americans, we, perhaps, as members of our generation on this earth, have somehow lost control of the management of human affairs, of what our ancestors would have called our destiny."

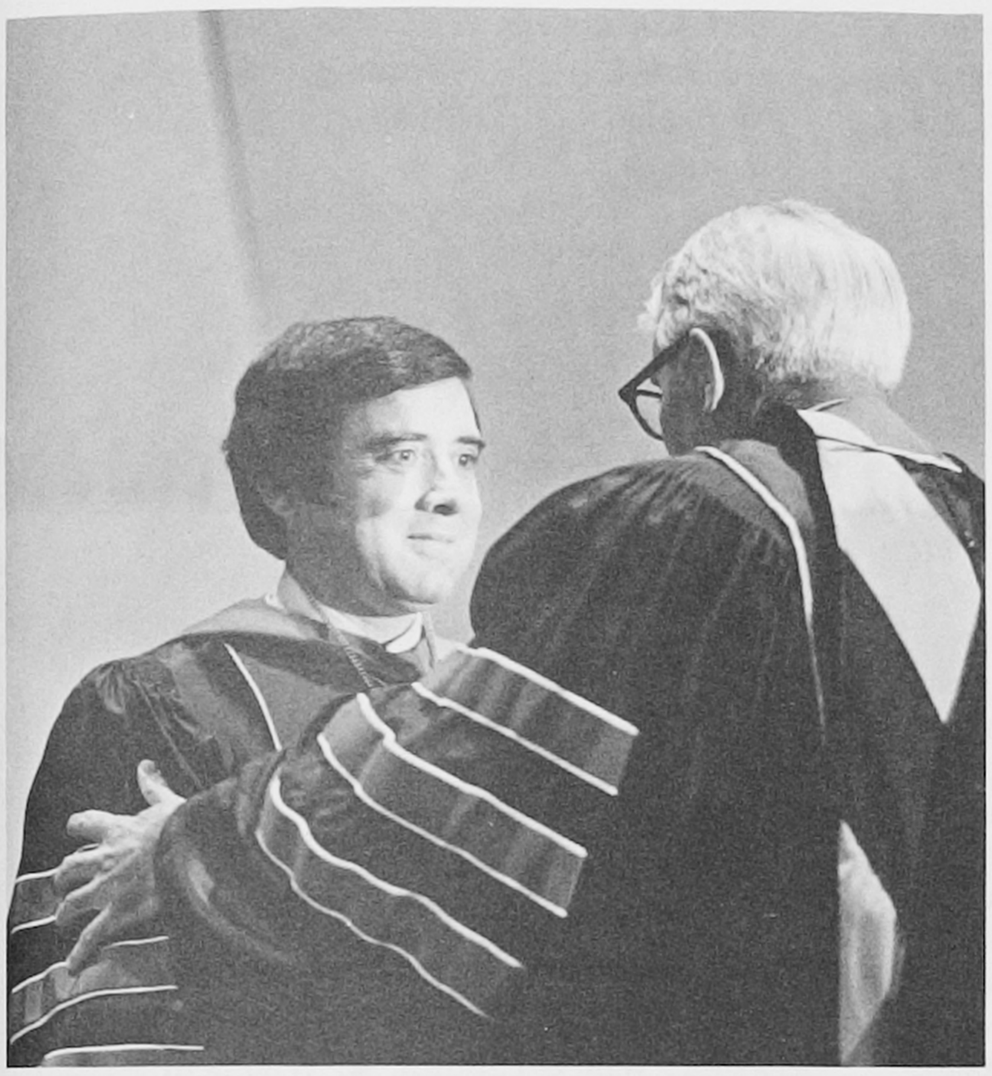
Part of this frustration grows out of the complexity of the modern world. New advances in weapons, warfare, communication and transportation; in methods of production and computer technology and medicine; in agriculture, have changed familiar institutions, work habits, and human relationships until it is no longer possible for each of us to know what society expects of us and how we relate to the whole.

We have been dwarfed by our own handiwork. Of 100 largest entities in the world, rated according to total annual production, 58 are nations and 42 are corporations. General Motors produces more every year than Switzerland, Pakistan, and South Africa. Just as organizations have made old and more simple concepts obsolete, so have social problems. A poppy seed from a garden in Turkey becomes a drug case in the village where I live. And we no longer can separate national from international affairs. They are Siamese twins in an age of interdependence.

But the real crisis of our time is not technological or environmental: technology can be our servant if we're wise enough, and the environment can be saved if we're willing to pay the price. Our real crisis is political.

In America, today, individual citizens live immersed in a political environment, but have lost their personal political value. Our heritage leaves us vaguely conscious of a democratic tradition as direct and personal as it was for the elite in the ancient city states of Greece. In reality we are important chiefly as objects of a hard sell for our vote, or for manipulation by a commercial. We are constantly exhorted to believe that we can "make a difference," but the more we watch television and read the newspapers, the more we realize how deeply affected we are by events in the world that we can neither understand nor control. We see more of our public officials today than ever before, but hardly anything of what they do. Public policy is made in secret, often through deception. And the best we can hope for is an announcement of what the government has decided, when we yearn for an explanation of what it means. It is little wonder, as Erich Fromm wrote, that under these pressures man himself is being transformed into a part of the total machine, well-fed and entertained, yet passive, unalive, and with little feeling. It is little wonder that we are unaware of the life we have lost in living, the wisdom we have lost in knowledge, and the knowledge we have lost in information.

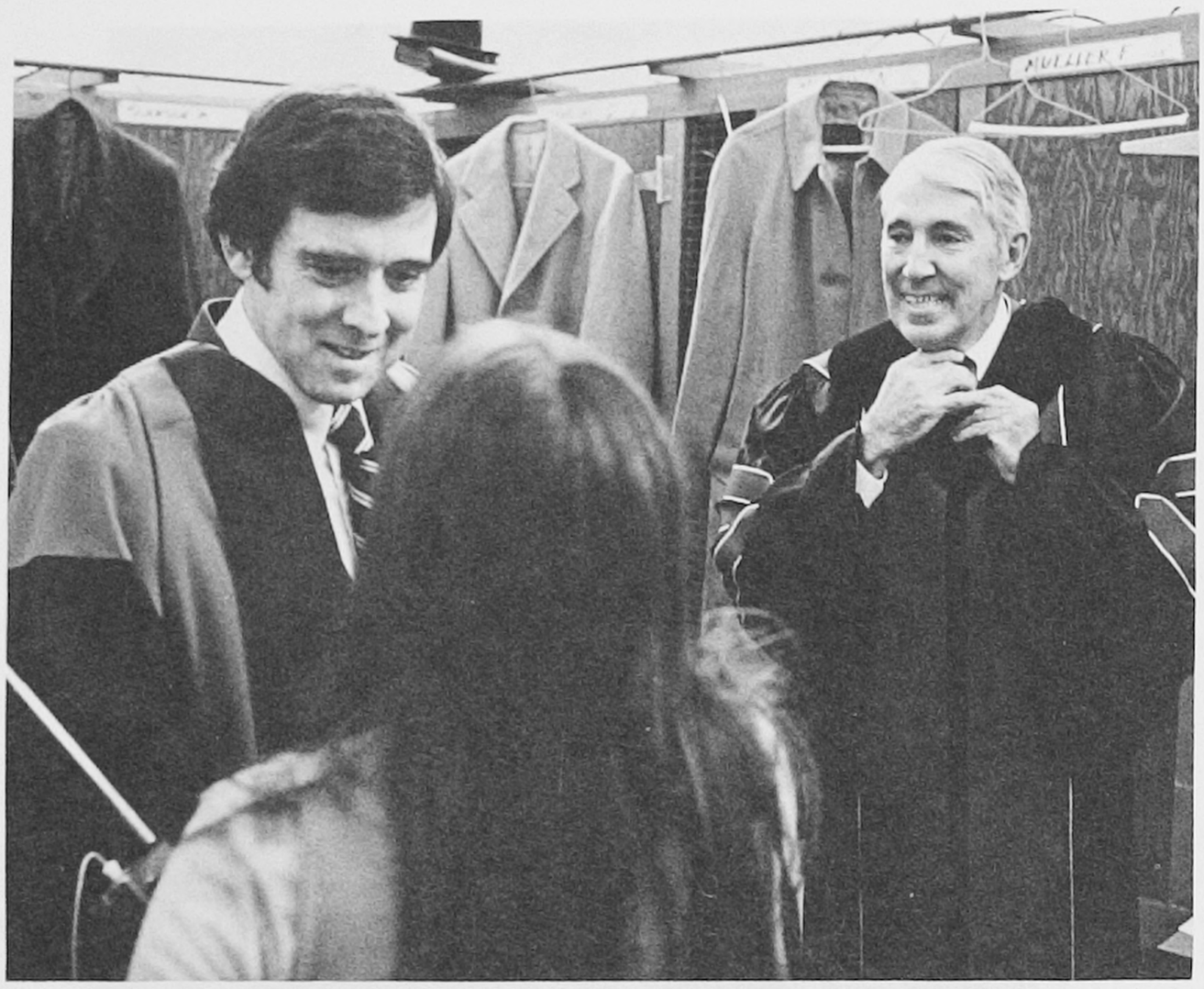
All of this sounds sadly pessimistic and discouraging but it isn't the whole story. It could be the first step forward toward discovering the essential quality of being alive in hard times. We rage against government, we rage against churches, we rage against cities, we rage against schools, we rage against marriage, we rage against life. But the fault,



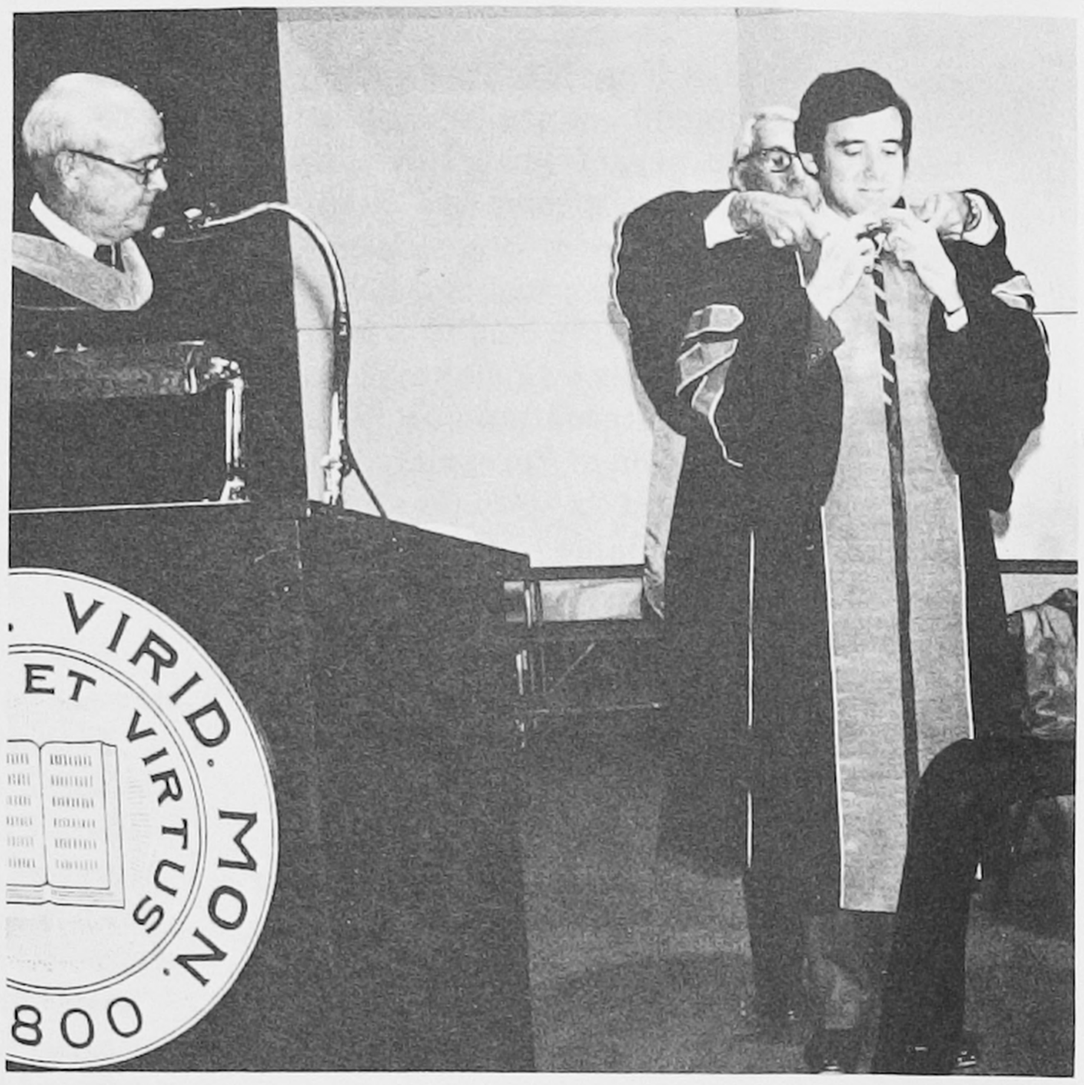
The new president's regalia now complete, the former president bestows a congratulatory embrace with his good wishes.

Just before the inaugural luncheon in Proctor Hall, Olin and Sylvia Robison greet his parents, Mr. and Mrs. A. C. Robison of Port Arthur, Texas.

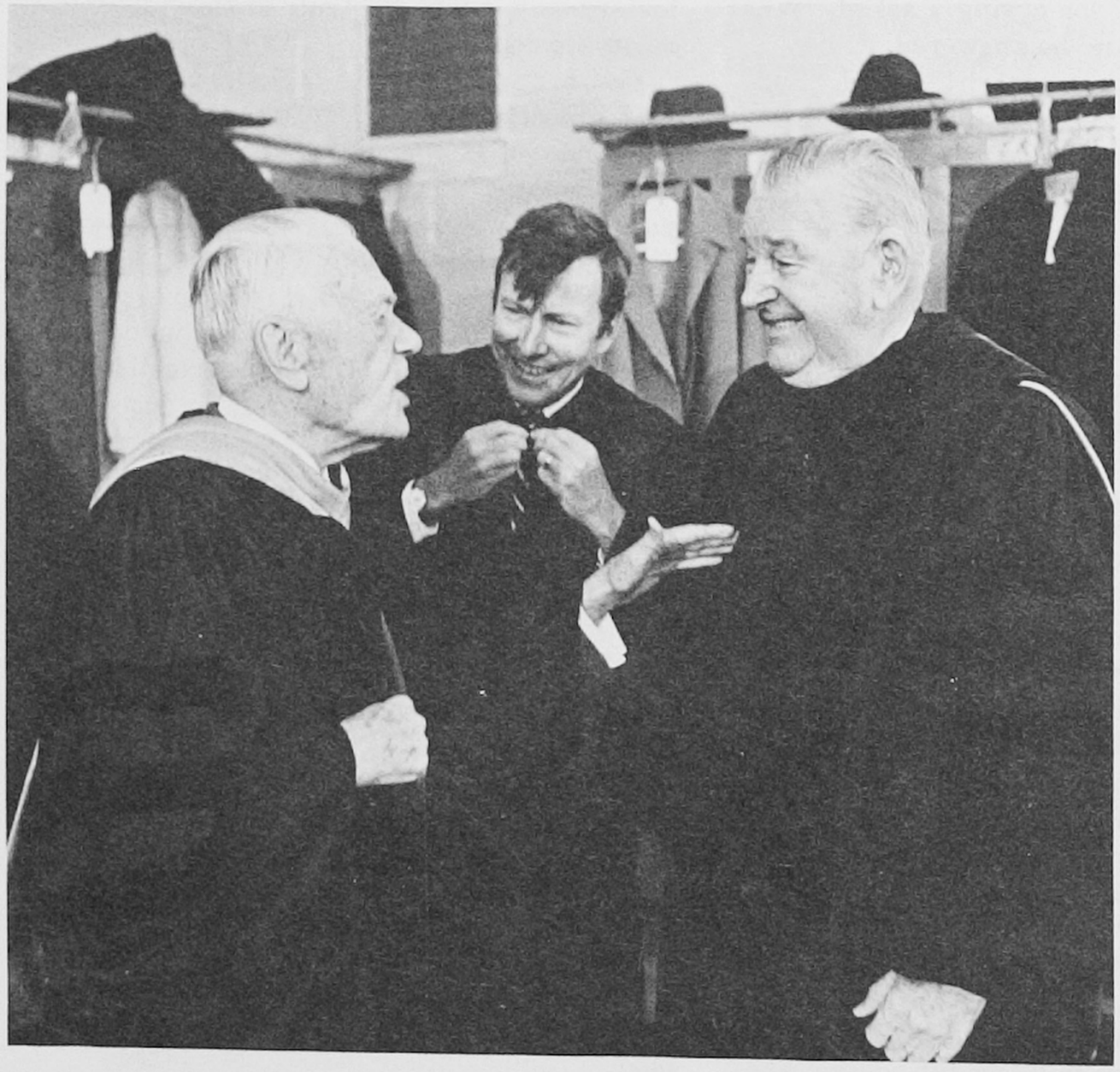
The inauguration was occasion for an affectionate reunion of the Robisons with Bill and Judith Moyers. Olin and Bill have been close friends since their Texas seminary days in the late 1950's.



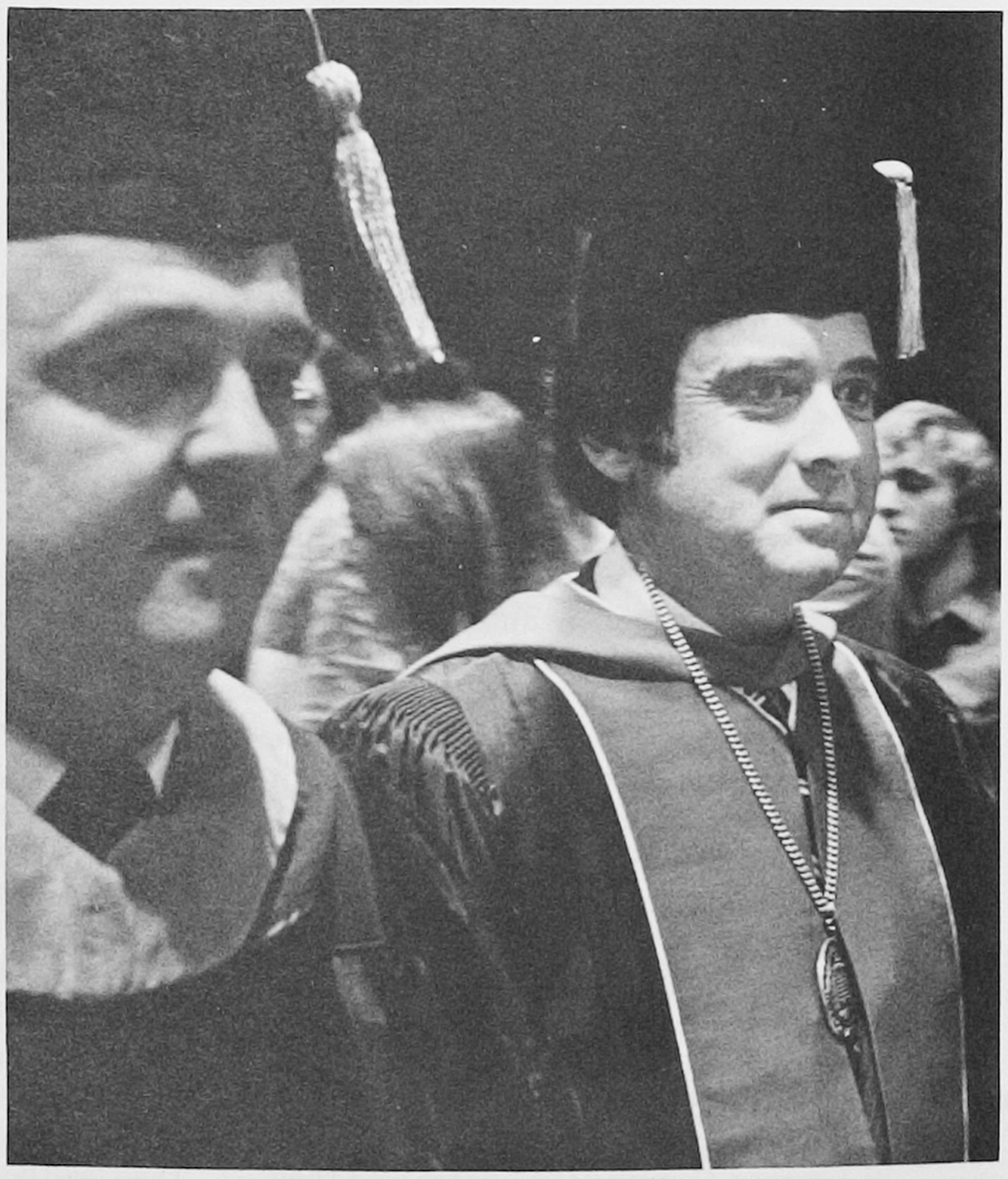
As the president and president-emeritus robe for the inauguration, Dr. Robison exchanges pleasantries with a student reporter. Robing area was men's locker room in Memorial Field House.



Moment of Truth: Retiring president James I. Armstrong places the College seal, emblematic of institutional leadership, upon the shoulders of the new president.

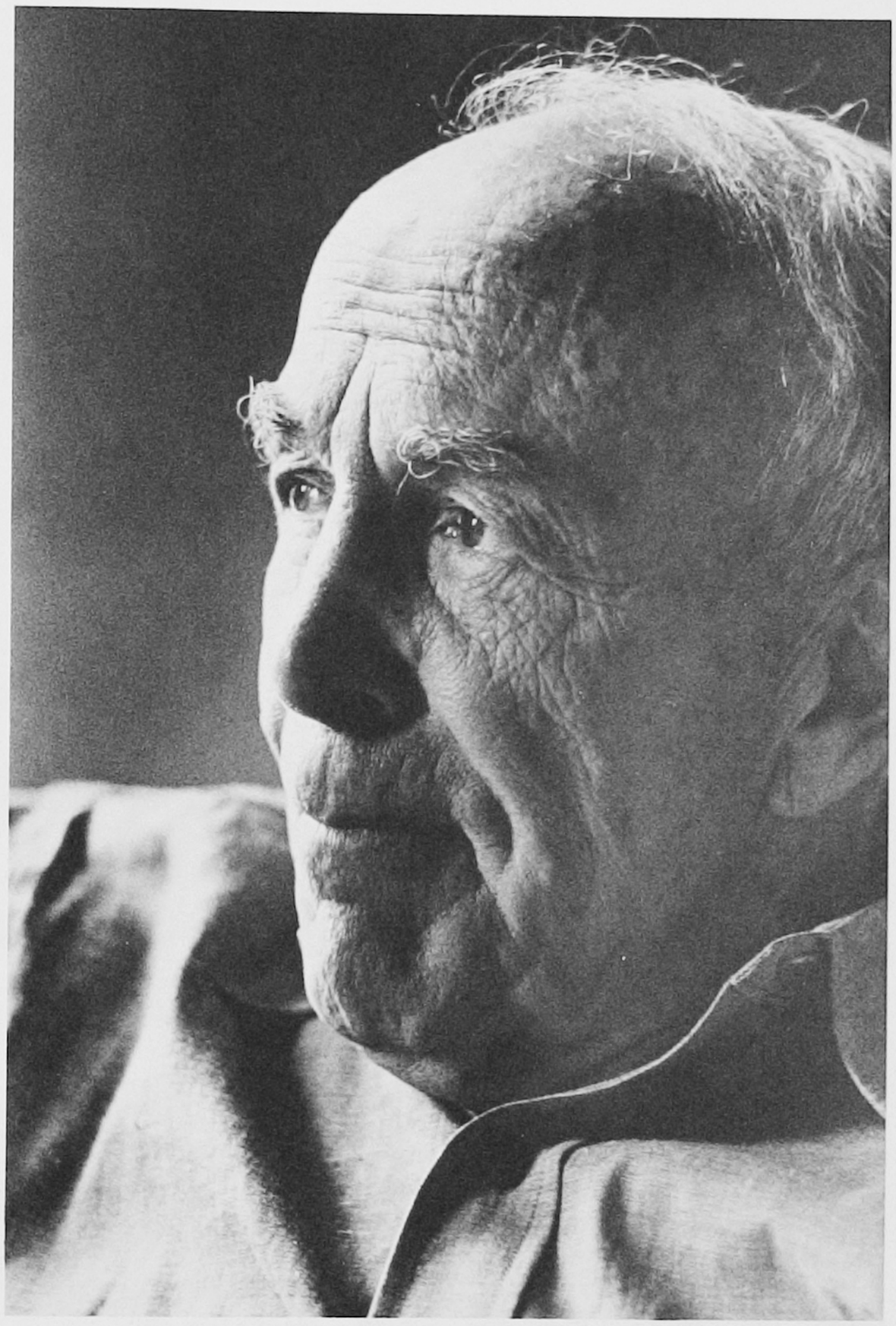


As they robe for the occasion, Trustee-emeritus Egbert Hadley '10 lays a zinger on his good friend, Trustee-emeritus Joe Kasper '20, to the amusement of Trustee Will Jackson '51.



Newly anointed as 13th in the succession of Middlebury presidents, Olin Robison, with Board chairman Arnold LaForce '35 on his right, leaves the hall.

Faith



lary, unfamiliar with the interpretation of gestures and faces, but I do ask them. And I will risk one guess about the answers. I will guess that if you do really look at what is in front of your eyes in this College in these days, you will see that what is going on is not only an academic ceremony of dignity and importance, but a democratic action that involves the whole country, itself, and not to an insignificant degree.

At the installation 10 days ago in Northampton of Jill Conway as the new president of Smith, there was a message read, an ordinary routine inauguration message, by the head of Smith Alumnae Association representing, I think, some 30,000 women scattered over the 50 states—a sober pledge of their support. It silenced the auditorium: and not because the words were in any way emotional, but because they gave a sense of the country speaking through those who really have a *right* to speak for the country—its people. Listening to those simple, expected words spoken in that deeply human situation, one somehow knew that however dishonest politicians may have misgoverned us, no matter how dishonest businessmen may have misrepresented our honesty and our decency, we were still a people capable of speaking as a people, still a people capable of accepting the responsibility. (You remember Lincoln's words, "Accepting new responsibility, we, even we here . . .") That is to say, a people capable of governing ourselves.

Which leaves me with the last of my four words: a word about the American character—about the impressing, increasing anxiety in many minds that the American character may itself have been corrupted in these shameful years. Well, there are reasons to think so and the press, by which I mean the honest press, has faithfully reported them and continues to report them. But here again I beg you to supplement the reports which come to you from the public world with your own observations of, may I say, the actual world in which you, yourselves, have lived and are living at this moment here in this room today. I have no wish to embarrass my admired friend, Olin Robison, or those who have undertaken the grave and difficult duty which will be accomplished here in two days' time, but I suggest to you that the accomplishment of that duty has some relevance to this troubling question.

What do we mean by character, the character of a people? We mean the way in which the individuals who compose that people may be expected to act under pressures of one kind or another. And how do we come by such expectations? By holding the right opinion? Belonging to the right party? About a week ago the New York Times published a remarkable piece on détente by a young Russian whom the Times characteristically described as a "historian and dissident." His name is Andrei Amalrik. He's a man who has served his five years in prison for speaking his mind, and his subsequent many years of what is called, amiably, "internal exile." Well, Mr. Amalrik has something to say about all this. "As I get older," he wrote (he's all of 36 now), "as I get older, it becomes ever clearer to me that the best in the world finds its expression not in ideology and doctrine, but in simple human relationships: the

Introducing Mr. MacLeish to a packed audience in Mead Chapel on Friday morning, President Robison concluded, "When it came time to find a way to mark and celebrate in appropriate fashion Middlebury's 175th anniversary, it seemed to me that no one in this country is a more fitting person to help us do that than my friend, Archibald MacLeish. It is my honor to present him to you, now."

Archibald MacLeish talks about

The Human Ground of our Democratic

I am here to read some new poems by an old man in honor of a new president of an old college, and I propose to do just that. But I have, first, four words to say, or perhaps a few more. Four words about this occasion and occasions like this across the country—admitting of course, at the start, that there can be no other occasion like this, no other Middlebury, no other Vermont, no other New England, no other Olin Robison.

What I have to say concerns the relation of this occasion—and I mean by this occasion not only the 175th anniversary of this College, but the inauguration of Olin Robison as president—the relation of this occasion and of occasions like this, to what we feel, some of us, I think many of us, and not only in your generation but in mine (what there is left of it)—about the country.

The last few years have done something to our unstated convictions about our past as a people, our present as a people, above all, our future. We've begun to entertain the idea and even, recently, to publish the idea that self-government is sick in the United States and may be dying; that the American proposition, the proposition that humankind can govern itself, is in disrepute throughout the world; that Jefferson's self-evident truths have been discredited by history and by a multitude of dictatorships in China, Russia, Spain, Eastern Europe, much of Africa, much of South America, Southeast Europe; and that we really cannot, ourselves, have much reason to look forward to anything but the investiture, here, of ignorance, stupidity, and suppression—another nation-cage.

I'm not blaming those who entertain these ideas: they have reason and more than reason. Even a people as confident and optimistic and cheerful as our own, facing the nightmare facts of the last few years, might be expected to have nightmare thoughts. And though the government responsible for the disgrace has fallen, the shameful facts remain—indeed they increase and multiply even now; having learned to think of fraud and subversion at the highest levels of government, we must now accustom ourselves to think of bribery and corruption in the back offices of some of our richest corporations, and we end by beginning to question the American character, itself. We knew there was crime in the country, increasing crime but, we had assumed it was street crime, Mafia crime, mugging crime; now we hear of the grain scandals and the bribery of foreign officials and all the rest of the filthy mess, and we don't know; we wonder. You catch an odd look in the eye of your son, if you tell him we are still an honest and great people.

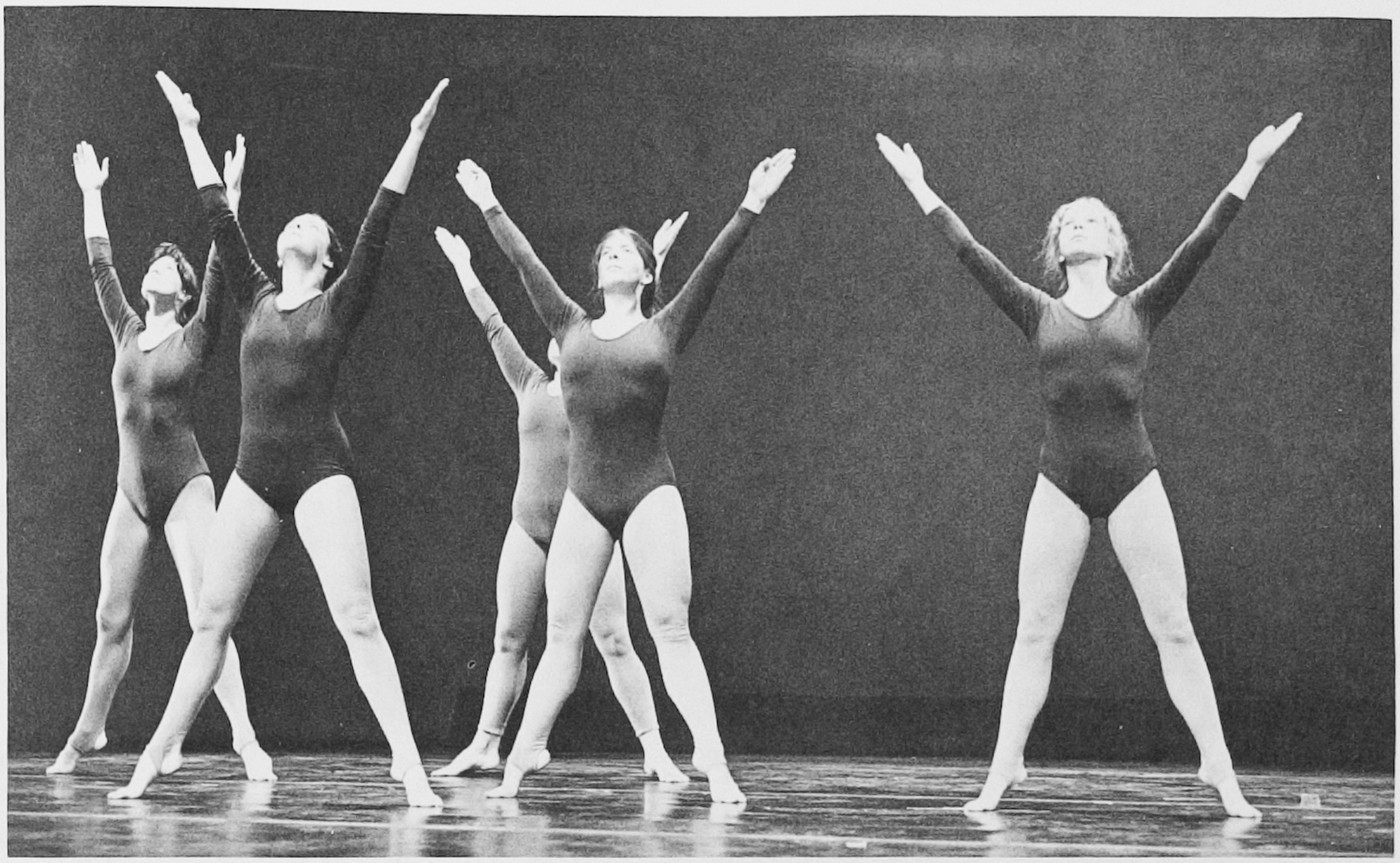
Well, it's there, at that point precisely, that the relevance of an occasion like this, of the inauguration of a new president in this college, comes in. If you are 20 years old and if you read the papers, having read them a year ago and the year before that, you can understandably come to the conclusion that self-government is sick: sick in the whole world, sick even in India, sick on this continent where the great experiment began. Who today would call it what Lincoln did, "the last, best hope of earth"? But if—and this is my point to you today—if in addition to reading the papers, you look at what is around you—if you look, in particular, at what is going on here in this place in these few days, you might—we all might—modify that judgment.

And in saying this, I am not, I beg you to believe, throwing off on the newspapers and the commentators. The most shameful aspect of what went on in this country two or three years ago was the effort to drag the newspapers down with the perpetrators of crime because they reported the crimes. What the newspapers and the commentators reported was what we had to know if we were to act as men ought to act. And they did, and we did. And they deserve the credit.

What I'm suggesting is something quite different: that in addition to looking at the world scene, the national scene, as it is reported to you, you look around you. Look at this College, at this occasion, at the people who play their parts in this occasion: Who is running it? Who is in charge? The Federal government? The state government? Local authorities? The bureaucracy in Washington or anywhere else? Who then? Well, I suppose a number of individual human beings—citizens, you would call them—who have a connection of one sort or another with the College and who have been charged by their own statutes, by the practices of their predecessors, by the necessities of the situation as they see those necessities, with the renewal of the College by the renewal of its always distinguished leadership: by launching it upon its future once again. And they've been engaged for months, years perhaps, in the difficult task of choosing a man for a responsibility; they have been answerable in that task to nothing but their consciences, their judgments, the opinions of their colleagues, of their associates. And they have now found the man they wanted. And he has accepted the responsibility. And the College is now turning toward its future.

Well, how would you describe this operation? Is it not clearly self-government? Self-government in an essential matter? Self-government in the one matter which more than any other determines the future of the Republic? Is not self-government alive in this College? Does it not work? Is it not working?

I have, perhaps, no right to ask rhetorical questions, here, being as I am, a stranger, unfamiliar with the vocabu-



At post-inaugural luncheon, after reading of letters from President Ford and Senator Edmund Muskie (DCL '69), delegates from various constituencies greeted the Robisons. Their brief remarks were informal, good-natured, and often funny. Next three pages picture some of these delegates:

Dancing Friday night to a Bach suite for unaccompanied cello (played by Dane Anderson '70) are, from left, Kristina Lindbergh '76, Karen Amirault '77, Johanna Boyce '76 (partly hidden) the choreographer, Pat Wilson '77, and Elizabeth Collins '77.

Greetings from the Faculty

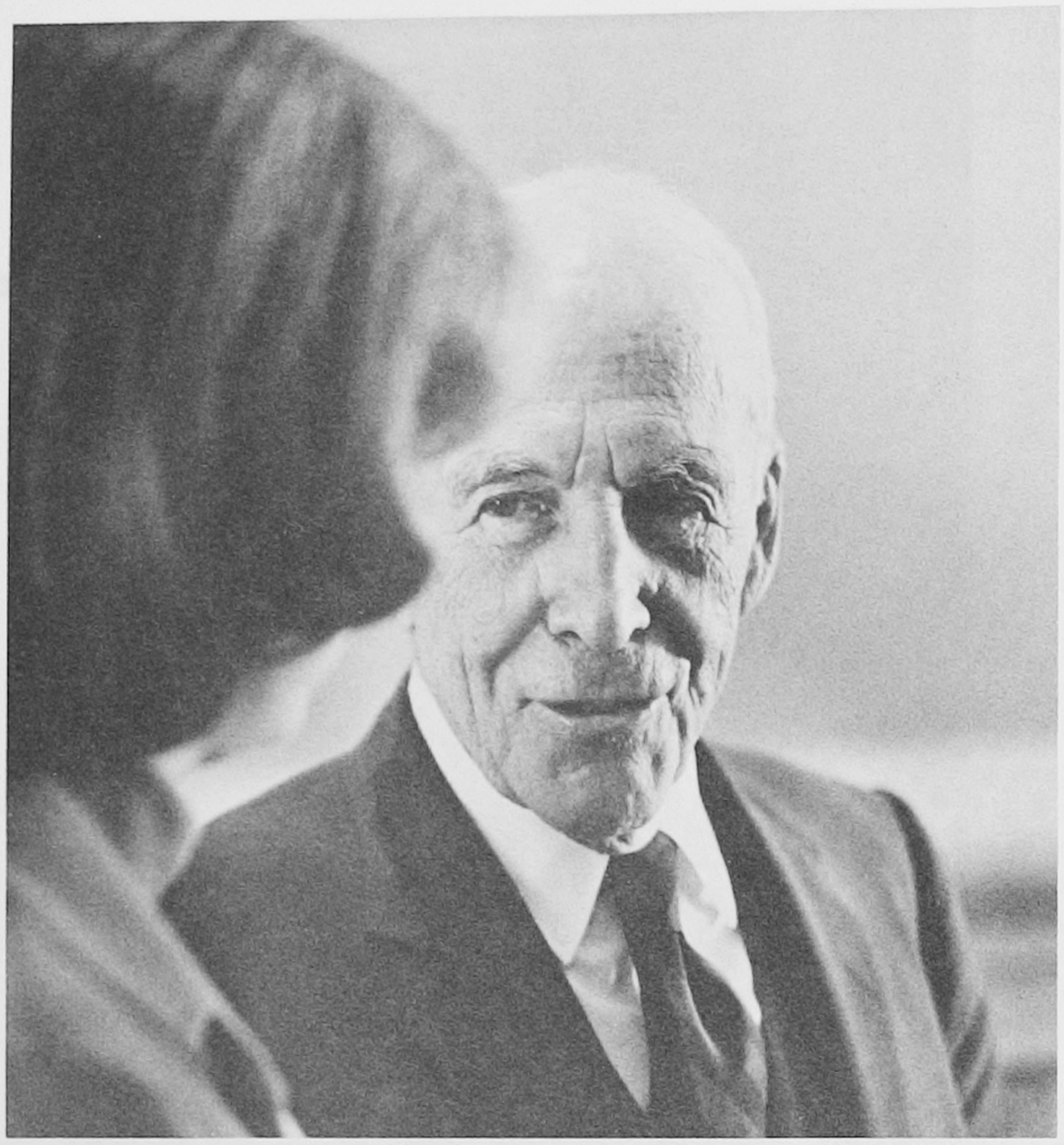
HOWARD M. MUNFORD '34
Charles A. Dana Professor of American Literature

From the alumni

CONSTANCE SHERMAN PATRICK '53
President, Alumni Association

From the parents

GEORGE C. SEYBOLT
Co-Chairman, Parents' Committee



love of a husband for his wife, and parents for their children, in the comradeship of men, compassion, patience, and simple decency." Now most of you, I think, would agree with me that this is indeed "the best in the world," the human best. Certainly it describes very thoroughly what we have always prided ourselves on thinking you found in this country, even after we got over our youthful bombast which amused Dickens so much, and came down to looking at ourselves with some candor—it's what we've always thought about ourselves. Has this, do you think—do you really think from your observation—has this vanished in these three years of shame and disgrace? Do you no longer see it around you in the world, the world you, yourselves, inhabit? The world you see with your own eyes? *This* world, this town, this College, this room?

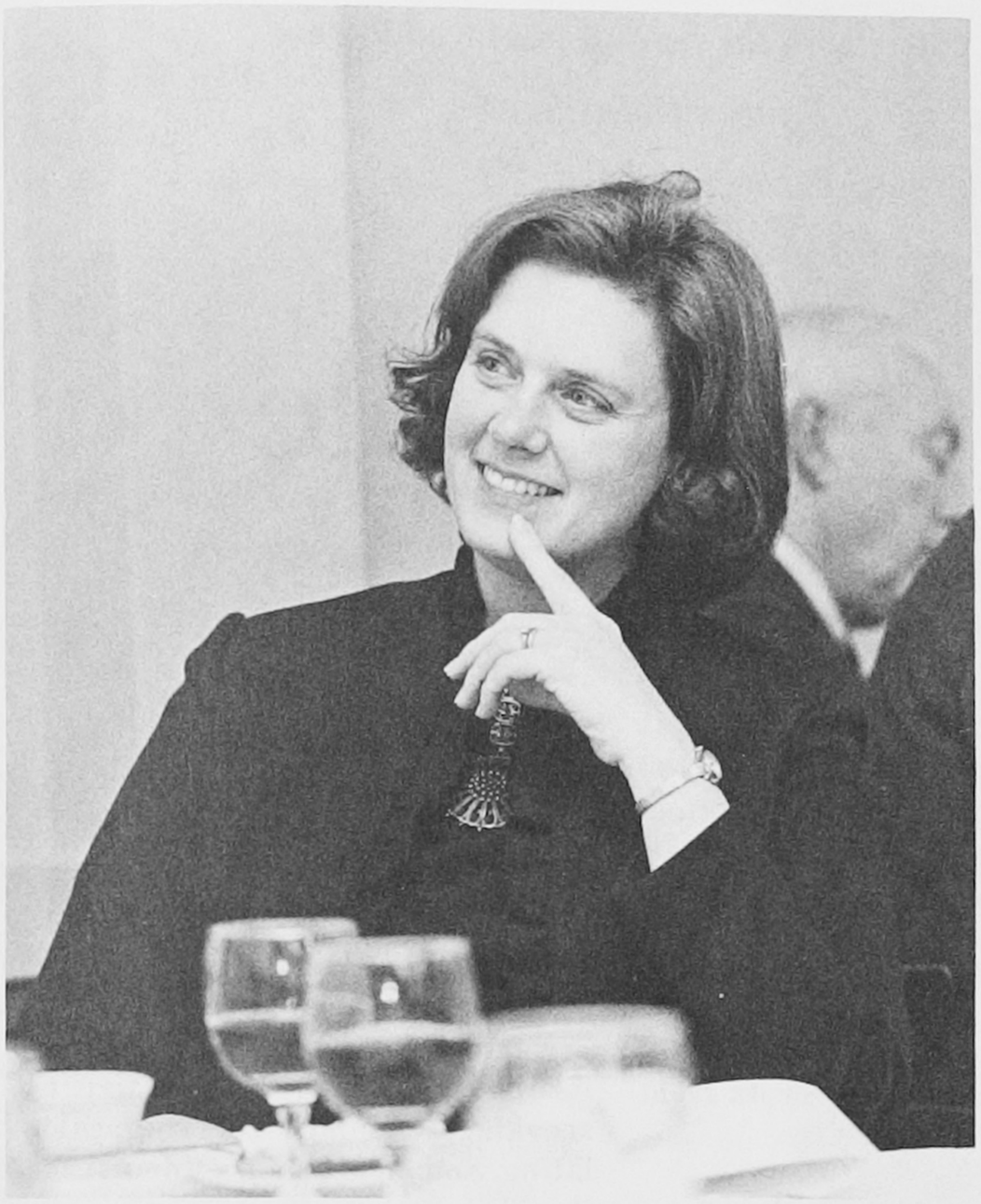
Like many others in my generation, I spent, as Mr. Robison has told you, the years of the Second War in Washington in one office or another, and afterward, when Mr. Roosevelt had died and the war was over, and I could go back to my own work, I undertook to put that overwhelming experience in perspective, to find out what had really happened (by which I suppose I mean, happened to me) in those exhausted and exhausting years. The attempt turned into a longish poem called *ActFive*, and what *ActFive* had to say, as it turned out, was pretty much what Andrei Amalrik says he learned from his life "as he got older." It was not the "lessons of history." It was not that Sunday afternoon at my old friend and Yale classmate's house in Maryland, Dean Acheson, when I went back to my car in the early afternoon and found the radio reporting the attack on Pearl Harbor. It wasn't that other Sunday at Camp David—Shangri-la, as Mr. Roosevelt called it—when General Marshall brought the grim news of our losses in the Battle of the Coral Sea. Or the night at West Ham, down the river from London, during the moonlight air raid. Or the first terrible news of what had actually happened in the German occupation of Paris, told after Paris had been freed. It was none of these things. It was, instead, the kind of stammering affirmation, a human affirmation, a belief, if you can call it a belief, that when the dry bones of that long agony were all ground down, when the endless days of that unending struggle were reduced to the pivot in time on which they turned, the irreducible remainder of it all was something human, ephemeral, and indestructible—the steadfastness of the human heart.

I'm going to impose on you, and I mean "impose" and I apologize, by reading several pages from the end of that poem (before I turn to the poems for the reading of which I am really here)—the attempt to bring it all together toward an end. The world was a different world in those years, 30 years ago. The Republic was at the zenith of its power. The question was how to deal not with a moral humiliation but with a military triumph. But the question underlying the question was the same: The question of ourselves, of our character as a people, of the capacity of humankind to govern itself; the question *you* ask now, and *we* asked then; the question human liberty asks in every generation.

When we make ourselves responsible for our government of ourselves, our living of our own lives, where do we put our trust? And with what reason? What justification?

ActFive isn't a poem that any teacher reading it to a class—if one ever did, or ever will—would call "patriotic." What I rather wistfully hope is that perhaps some, one youngster reading it alone to himself, might think that just possibly, maybe, conceivably it might be—true.

[Mr. MacLeish then read the closing eight pages of *Act Five* which in powerful images of bravery, loneliness, and suffering make the point that, however beset by disillusion, pain, and death, humankind still retains in its very marrow a sense of duty to pursue the good: "The responsible man, death's hand upon his shoulder. . . Does what must be done." And that even in the face of "The huge injustice; the intolerable wrong— / The life unmeant: the dying unremarked. . . yet the will endures. . . ; some resolution to be dutiful and good / Owed by the lost child to the dreadful wood." That this will, this ultimate belief, is immutable in the human soul: "what flesh and bone believe / Shapes the world that whirls them round."] □



As full week of inaugural festivities drew to a close, a relaxed Sylvia and Olin Robison enjoy post-prandial sallies of old friends, and new.

From Baylor University

WILLIAM G. TOLAND
Dean of Faculty & Graduate Studies
Baylor University

From Wesleyan University

COLIN G. CAMPBELL
President,
Wesleyan University

From other colleges & universities

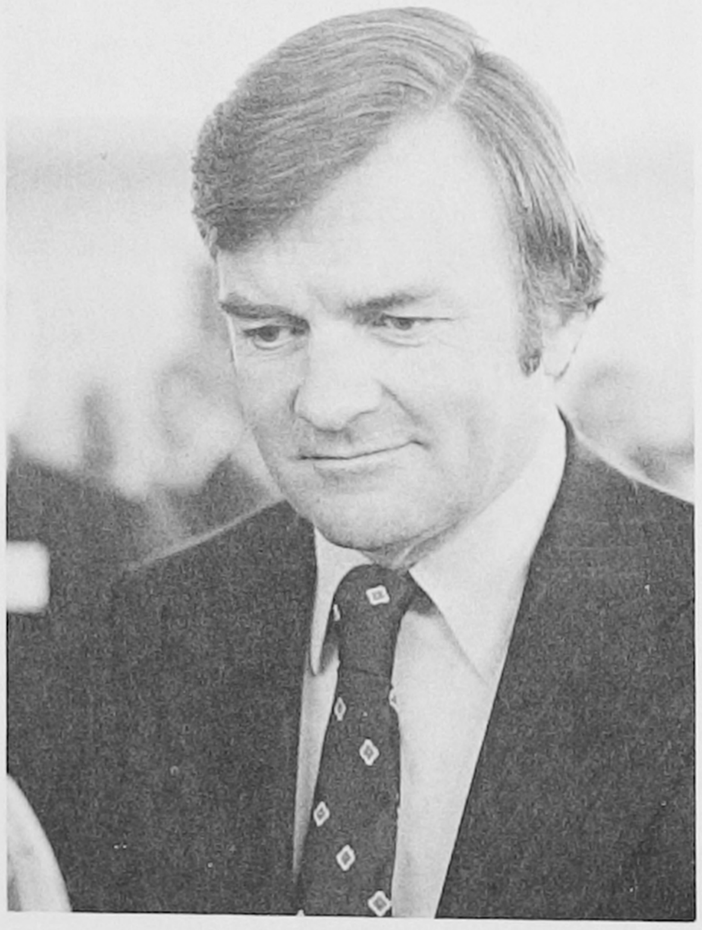
HOMER D. BABBIDGE, JR.
Master, Timothy Dwight College
Yale University

At inaugural luncheon, left, Dr. Robison is greeted by Bowdoin's president, Roger Howell, Jr., for whom he served as provost and dean of faculty; and above, Senator Robert Stafford '35, talks with Dean-emeritus of Faculty John Bowker, who taught mathematics at Middlebury for 41 years.

From the town

GEORGE W. FOSTER
Chairman, Middlebury Board of Selectmen

From the state



THOMAS P. SALMON
Governor of Vermont

From Congressional delegation

ROBERT T. STAFFORD '35
US Senator from Vermont

Mr. Adler then reviewed the historical roots of the American ideal of an educated citizenry, from Noah Webster in 1785 to James Conant in 1940. This goal was seen as (1) an essential safeguard of democracy ("To the people, our rulers are immediately responsible for the faithful discharge of their official duties. But if the people be incapable of judging correctly of their conduct and measures, what security can they have for their liberties a single hour?"—Philip Lindsley in 1825); (2) an inalienable right of each individual ("Education is a natural and inalienable right of human souls. The gift of imagination, of memory, of reason, of invention, of constructive and executive power, carries with it both prerogative and obligation. . . . No man has a right to neglect his personal education whether he be prince or playboy, broker or hod carrier."—John Vincent in 1886); and as (3) the improver of human life and promoter of a classless society ("Individuals who, without the aid of knowledge, would have been condemned to perpetual inferiority of condition and subjected to all the evils of want and poverty, rise to competence and independence by the uplifting power of education. . . . Education is the great equalizer of the conditions of men, the balance wheel of the social machinery. . . . It gives each man the independence and the means by which he can resist the selfishness of other men."—Horace Mann in 1842).

Not that the American ideal of universal education has been without its critics, Adler recalled. In 1892 Harvard President Eliot reported "serious and general disappointment at the results of popular education up to this point. . . .

Skeptical observers complain that people in general are hardly more reasonable in the conduct of life than they were before free schools, popular colleges, and the cheap printing press existed. They point out that when the vulgar learn to read they want to read trivial or degrading literature. . . . Is it not the common school and the arts of cheap illustration, they say, which have made obscene books, photographs and pictures, low novels, and all the literature which incites to vice and crime, profitable, and therefore abundant and dangerous to society?" Moreover, Eliot continued, the laboring classes "complain that in spite of universal elementary education, society does not tend toward a greater equality of condition; that the distinctions between rich and poor are not diminished but intensified, and that elementary education does not necessarily procure for the wage earner any exemption from incessant and exhausting toil." In addition, they allege that education "has not made the modern rich man less selfish or the conditions of employment more humane and comfortable. . . ."

"The question, which President Eliot did not answer," Adler continued, "was whether the fault lay with defects in the educational system itself, defects which might be remedied, or whether universal public schooling, even with all its defects removed, should never have been regarded as the equalizer of conditions that Horace Mann claimed it would be. Both answers have been given in this century. Professor George Sylvester Counts of Teachers College, Columbia, and an educational reformer in the line of John Dewey, claimed in 1922 that the selective character of American secondary education [in the two-track system—Ed.] made it, in effect, anti-democratic—a major factor in the perpetuation of class differences.

"The single most important, critical choice that confronts America in the field of public education" is between single-track and dual-track secondary schooling for her future citizens, says Mortimer J. Adler at Middlebury as he examines ideals and realities concerning

The Schooling of a People

In his Inaugural Week lecture in Mead Chapel, Mortimer Adler argued that "the single most critical choice that confronts America in the field of public education" is whether we shall continue our present two-track system in our secondary schools —which consigns a large portion of our future citizens to vocational training—or whether we shall institute a single-track curriculum which is "directed toward the same goal for all—their preparation for a life of [continued] learning and for responsible participation in public affairs." In support of the latter alternative—or what Mr. Adler termed "undifferentiated basic schooling"—he argued that if all children have enough innate intelligence to justify their being given the vote at 18, they have enough intelligence to be given the same education in high school; that however much they may differ in their capacities for learning, each has an equal right to have that capacity filled to the brim—and with the *same substance*, not rich cream for those with larger capacities but skim milk for the others. Moreover, if the ideal of "the educated person" is properly conceived—not in terms of a certain quantity of information attained, but rather in terms of having mastered the basic techniques of learning and thus being competent to continue learning throughout a lifetime —then every human being can become an educated person. And it follows, furthermore, every citizen has an equal right to the same kind of high school education that nurtures that competence for self-education in his later years.

Herewith some extended excerpts from Mr. Adler's provocative lecture:

"The great charter under which our republic came into existince is barely a dozen years older than the charter which laid the foundations of this college. Beginning with seven students and a faculty of two—an ideal student-teacher ratio, by the way—Middlebury College has grown and prospered over the hundred and seventy-five years of its existence. Dedicated from the beginning to the liberal arts, it has served the purposes of an institution of higher learning in a society of free men, for it is by discipline in the liberal arts that men and women are prepared for the obligations that liberty imposes and for the opportunities that it confers.

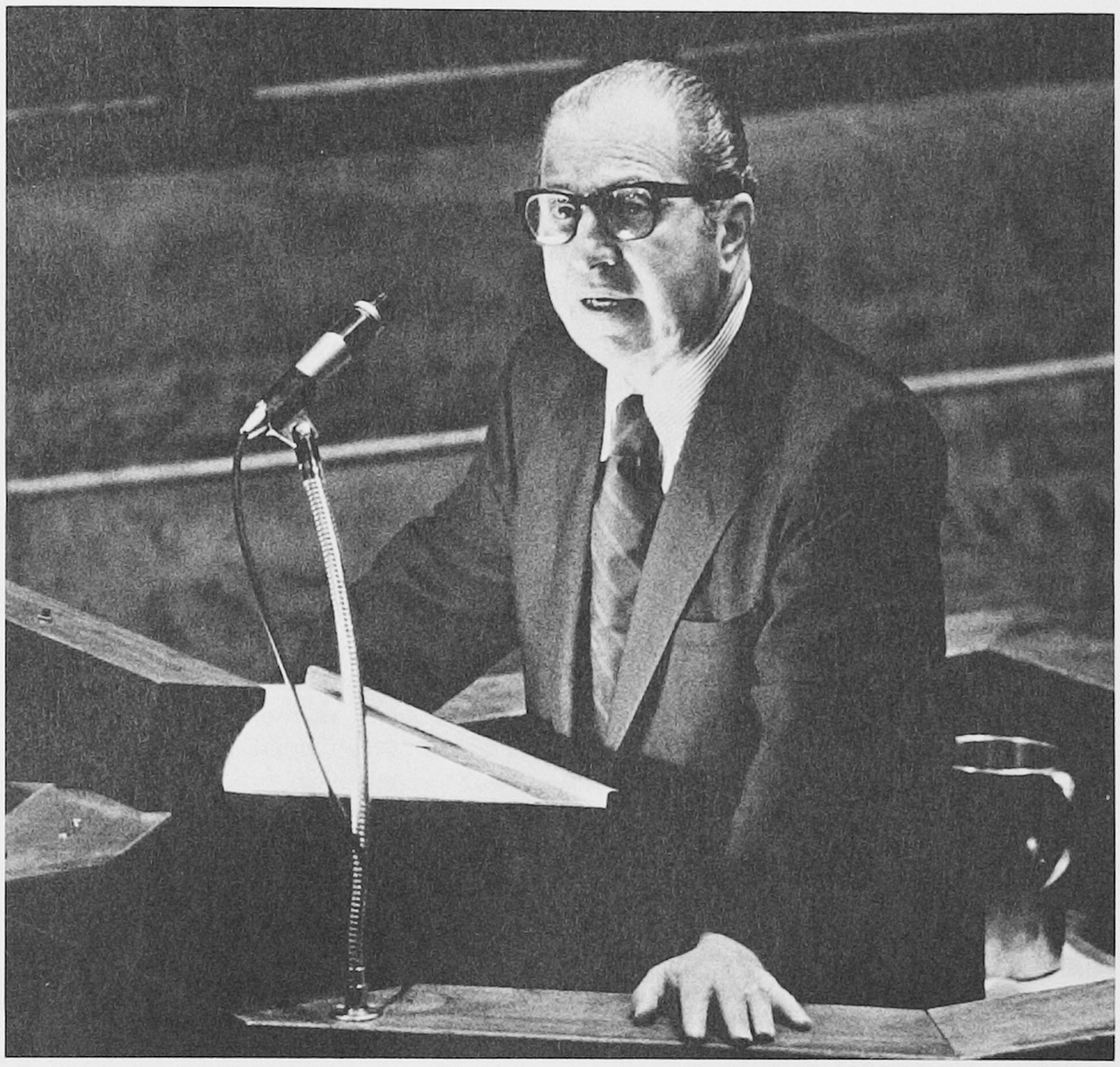
"In the last hundred years, however, certain changes have taken place that profoundly alter the role of our educational institutions. One is our power to produce more wealth with less manpower as the result of technological advances; the other is the democratization of our republic by the extension of suffrage to every adult man and woman. It is with these changes in mind that I have chosen to speak to you about the goals of educational institutions in an industrial democracy. The liberal schooling of a whole people must be our aim, not the liberal schooling of a select few and the vocational training of the rest.

"Let me spend a moment more on the limited objectives of liberal schooling. The first is to give the young a measure of competence in the liberal arts, which are nothing but the skills of learning itself—the skills of reading, writing, speaking, listening, observing, calculating, and measuring. (I do not mention thinking, because the ability to think, clearly and well, is implicit in all the other, more specific skills of learning.)

"The second aim of liberal schooling is to give the young a preliminary and necessarily superficial acquaintance with certain general and common features of the world of learning itself. Instead of giving them a false sense of being learned, which they cannot be while still immature, it should give them a deep awareness of how much remains for them to learn during the remainder of their lives. If liberal schooling succeeds in doing these two things well, it will have accomplished all that it should or can do for the young, in order to prepare them for the life of learning in which they must engage after they leave school if they are ever to become educated men and women.

"In addition, training in the liberal arts is indispensable to making free men and women out of children. It prepares them for the uses of freedom—the proper employment of free time and the intelligent exercise of political power. It prepares them for leisure and for citizenship. Since in a technologically advanced industrial democracy, leisure and citizenship are conferred upon all, all must be prepared for this by liberal schooling."

Mortimer J. Adler taught the Philosophy of Law at the University of Chicago from 1930-52, then founded the Institute for Philosophical Research of which he is still director. Best known as editor (with Robert Hutchins) of **The Great Ideas, a Synopticon of the Great Books of the Western World,** Mr. Adler has devoted much of the past 20 years to promoting the examination of some root concepts of Western civilization. This has resulted in the publication, since 1958, of intensive analyses of the ideas of Freedom, Progress, Justice, Happiness, and Love.



inely educable. It would be folly to try to educate the rest; suffice it, in their case, to train them for the tasks they would have to perform, tasks that did not include the duties of enfranchised citizenship or the pursuits of leisure. Even in the present century, there have been some distinguished educators who have held similar views. . .

"From the self-evident truth that all human beings are by nature equal, I think it can be shown not only that chattel slavery cannot be justified, but also that all human beings are by nature fit to lead free lives—the lives of self-governing citizens with suffrage and lives enriched by engagement in the pursuits of leisure, pre-eminent among which is learning in all its many forms. If that can be shown, it must follow that all human beings are educable, though in different degrees proportionate to differences in their native endowments. Without spelling out in detail the reasoning involved, suffice it to say that we live in a society which has assumed that these things are true—that all human beings have the right to be politically free, to be citizens with suffrage, to have enough free time and other economic goods to be able to engage in the pursuits of leisure; and assuming these things to be true, our society has committed itself to two consequent propositions—that all human beings are educable and that all should be given, through public institutions, equal opportunity to become educated.

On these assumptions, the central critical choice we face can be stated as a decision between the following alternatives: on the one hand, (A) differentiated basic schooling, such as now exists in this country; on the other hand, (B) undifferentiated basic schooling which would require a radical reform of the present system. Each of these alternatives needs a word of explanation:

"(A) *Differentiated basic schooling.* By basic schooling is meant the whole sequence of years in which schooling is compulsory—from the first grade through the tenth or twelfth. . . Let me proceed as if basic schooling extended over a period of twelve years and was divided into two levels—primary (the first six grades) and secondary (junior and senior high school)—each taking six years. Now, such basic schooling is *differentiated* when its aim and curriculum are the *same only at the primary level*, and when, beyond that, at the secondary level, students are shunted into different courses of study which are motivated by quite different educational aims, such as vocational training, on the one hand, and what is called "college preparatory training," on the other. . . [This is often called the "two-track" educational system.]

"(B) *Undifferentiated basic schooling.* On this alternative, the period of basic schooling covers at least twelve years, six years of primary and six years of secondary schooling. Such schooling is *undifferentiated* when its aim and curriculum are the *same for the whole period of compulsory attendance at school*—at the secondary as well as the primary level. The curriculum may include the study of vocations or occupation, but not for the sake of training the young for jobs, which, as John Dewey pointed out, is the training for slaves, but rather as one aspect of their introduction to the world in which they will live. Furthermore, while the curriculum is such that it would prepare for further schooling, in college or university, that is not its essential aim, because all thus schooled will not necessarily go on to higher institutions of learning. Rather the aim of undifferentiated basic schooling is to make the young competent as learners and to prepare as well as inspire them to engage in further learning whether that takes place in higher institutions of learning or in a course of study by other means.

"Exponents of both alternatives agree that 'all should be given equal educational opportunity,' but they interpret this proposition differently. Exponents of differentiated (two-track) basic schooling think that such equality of opportunity is provided if all the children attend school for the same period of years, even though during some portion of that time the schooling they receive is different in content and motivated by different aims. Exponents of undifferentiated (single-track) basic schooling think that equality of educational opportunity is provided only if the *quality* as well as the quantity of basic schooling is the same for all; and they mean by this that the curriculum

Much more recently, the Coleman report on equality of educational opportunity, published in 1966, and the book by Christopher Jencks and his associates, *Inequality, A Reassessment of the Effect of Family and Schooling in America*, 1972, tend in the opposite direction to point out that *no* improvement in the system of public education, by itself, can produce either an equality of educational opportunity or an equality of social and economic conditions."

But this commitment to the ideal of universal public schooling, Mr. Adler said, was never matched by performance: "Even if, prior to this century, all or a majority of the children had the benefit of elementary schooling, that could not be expected to achieve more than a rudimentary literacy and numeracy. It was certainly not adequate to produce an educated people—a citizenry or electorate capable of exercising a free and critical judgment on public issues and on the performance of public officials, and a society of cultivated human beings. . . . Not until this century does the extension of schooling reach a quantitative scope which warrants us in saying that we are now engaged in the schooling of a whole people. Unfortunately, the *qualitative* level attained by the products of our educational institutions, taken in aggregate, does not remotely resemble the ideal of 'an educated people.'

"This striking discrepancy between the quantitative and the qualitative measures of educational achievement underlies the alternatives which, I submit, constitute the single most important critical choice that confronts America in the field of public education. How we decide it will determine how we approach all the other options that are open to us. It is important to remember that the choices we face have never been faced by any society prior to this century, and are being faced in this century only by societies like our own in their political and economic arrangements. Remembering this, we should not be surprised by our failure so far to create a system of public education that is qualitatively, as well as quantitatively, adequate to the task of producing an educated people. . .

"Let us remind ourselves once more of the changes that have brought us to our present plight, and also of the realities of contemporary society and culture which have generated problems so novel and difficult that the traditional principles and practices of western educational theory, *even if they were compeltely valid*, would not solve them.

"In 1850, 5 percent of our productive power was supplied by machines, the rest by human and animal muscle. In 1950, 84 percent was supplied by machines, the rest by muscle; and a quarter of a century later the percentage differences are even more striking. In 1850, more than half the human population of this country was disfranchised: less than half exercised the suffrage that is indispensable to political liberty and participation in self-government. By 1950, the franchise had been extended to include the whole population, and a quarter of a century later steps had been taken to ensure that all those who possessed suffrage could freely exercise it.

"The revolution in education has followed in the wake of industrialization and democratization. In 1850, a very small percentage of the children who went to school went beyond the elementary school, and not all went to school. In 1900, less than 10 percent of the children of high school age were in high school. By 1950 over 85 percent of such children were in high school, and 25 years later that figure has increased substantially.

"With universal suffrage, all normal children are destined to become citizens—members of the ruling class. . . Under conditions of industrial production, it is economically possible and, perhaps, even economically desirable for compulsory basic schooling to be lengthened to 12 years, and for another two or four years of schooling at the public expense to be added on a voluntary basis.

"Along with the abolition of slavery and the attenuation of economic servitude in all its myriad forms, the industrial economy has either abolished or blurred the separation between a leisure and a laboring class. All human beings are citizens with suffrage and, with exceptions that are rapidly becoming anomalous, all are also both workers and persons with sufficient free time at their disposal to be engaged in the pursuits of leisure. . . The division between labor and leisure is no longer a division of society into distinct classes; it is now [merely] a division of the time of citizens into distinct activities. . .

"With the shortening of the work week, the increase in the time available for leisure pursuits has made the continuation of learning in adult life possible for all workers; and since basic schooling by itself, even at its best, could not possibly suffice either for their proper functioning as citizens or for their personal fulfillment as human beings, continued learning in adult life would seem to be necessary for all, if our educational aim is to produce an educated people. . .

"To state the central critical choice that a society such as ours faces, it is necessary to make certain underlying assumptions explicit. They all rest on the proposition declared self-evident in the Declaration of Independence; namely, that all men are by nature equal. The equality affirmed is the equality of all persons belonging to the same species, having the same specific human nature. . . Such equality of all human beings as persons is quite compatible with all the inequalities which differentiate them as individuals—inequalities in the degree to which they possess the same specific endowments, and inequalities in the degree of their attainments through the development and exercise of their native gifts. In fact, the only respect in which all human beings are by nature equal is the respect in which they are all persons, all human, all members of the same species. In all other respects, they tend to be unequal as individuals.

"Against this, consider the ancient doctrine that some men are by nature free and some are by nature slaves—some destined from birth to the free life of a citizen engaged in self-government and in the pursuit of human happiness, and some destined by their meagre native endowments to be subjected to rule by others and to serve by their labor the pursuit of happiness by others. While it may be true that this doctrine is no longer espoused by anyone in the harsh form which would justify the ownership and use of human beings as chattel, it is far from clear that a softened form of the doctrine has no exponents in modern times or in contemporary society. Until the 20th century, there were many who held the view that only some human beings were fortunately endowed with native capacities that made them genu-

In his 175th Anniversary Lecture, Professor William Catton examines

AMERICA: Land of Change, Land of Hope

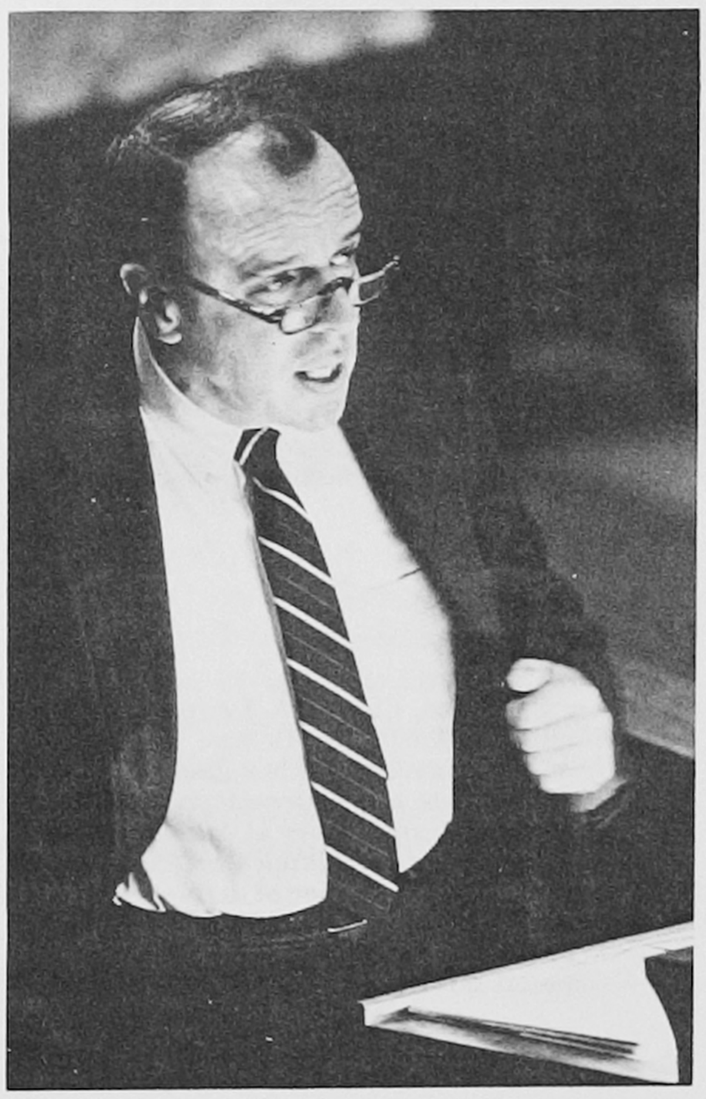
I believe that this nation has entered a crucial period of transition between a historic era that is in the throes of ending and a new and yet undefined era that lies ahead. We face changes and challenges of unprecedented scope and difficulty, and they will come whether we think about them or ignore them. The world stands on or near a divide that will rank in historic importance with the decline of the Western Roman Empire in the 5th century A.D. or the waning of the Middle Ages in the 15th. In both cases, an entire civilization had to recast itself in the process of adjusting to change.

The balance of this lecture, as befits my professional training, will be devoted to the American version of this larger theme of global change. Specifically, the era that is now in the process of ending in this country is one that peaked in the 19th and 20th centuries but dates back to the early 1700s and had its origins with the first migrations to the New World—an era, in short, that spans our entire history, as colonies and as a nation. It is the era of abundance, of economic growth, of material prosperity, advancing technology, and an expanding GNP.

The abundance and the prosperity have been real enough, for the nation as a whole, to produce an enduring state of mind and profoundly shape the American character. We have been, David Potter noted some twenty years ago, a People of Plenty. And our democratic institutions, our sense of mission and destiny, our social and geographic mobility, our belief in equal opportunity, and our collective psyche are all bound to that fact. Alexis de Tocqueville spotted it as early as the 1830s: "The chief circumstance which has favored the establishment and the maintenance of a democratic system in the United States," he wrote, "is the nature of the territory that the Americans inhabit. Their ancestors gave them the love of equality and of freedom; but God Himself gave them the means of remaining equal and free by placing them upon a boundless continent."

Most importantly, abundance and technological change fostered a growth mentality, a faith in progress, a future-oriented society that looked backward only long enough to note how far it had come in order to celebrate how much farther it would go. Americans have tended to believe that tomorrow will be better, and that technology can solve most problems and bring material comfort within the reach of all who have the will and energy to aspire to it.

A glance at the Centennial celebrations of 1876 and the years immediately following it will serve to illustrate this progress-and-technology outlook. America staged a great exposition in Philadelphia during the centennial year, with displays from all over the country and all over the world. The nation was in the midst of a depression, and it was perplexed and unhappy about the problems of Reconstruction and a range of political scandals that touched President Grant's Washington, Boss Tweed's New York, and a score of state capitols. Yet great crowds flocked to Philadelphia during the spring and summer of 1876 to see the exhibits and celebrate the national achievement, and if the mood had its sober side it was still one of confidence. . .



Prof. William B. Catton

On the 4th of July, as part of the exposition, people gathered in Independence Square for a commemorative ceremony. . . The climax was an hour-long speech by William Evarts, a prominent New York Republican lawyer whose oratorical skills were frequently likened to those of the late Daniel Webster.

After paying due respect to the Declaration and the Constitution, Mr. Evarts sounded a typical note. He extolled the nation's progress, referred to the "mastery of nature" that the American people were achieving and paid tribute to his country's work ethic, religion, self-government, and free press. "Unity, liberty, power, prosperity—these are our possessions today. . . . The spirit of the nation is at its highest." The theme of progress recurred frequently: "In the great procession of nations, in the great march of humanity, we hold our place. . ." And he closed with a revealing expression of the country's future-oriented stance: "Even while I speak the last hour of the receding is replaced by the first hour of the coming century, and reverence for the past gives way to the joys and hopes, the activities and the responsibilities of the future." Lest anyone mistake its sense of ultimate triumph, the ceremony concluded with a performance of the Hallelujah Chorus by an orchestra and choir.

The emphasis upon technological progress was even stronger in an address three or four years later, delivered by

and method of basic schooling as a whole should be directed toward the same goal for all—their preparation for a life of learning and for responsible participation in public affairs.

"I would now like to state the reasons why I favor undifferentiated basic schooling. Rudimentary literacy and numeracy, which is a large part of what can be achieved in the primary grades, is certainly not adequate as preparation either for discharging the duties of responsible citizenship or for engagement in the pursuits of leisure. Six more years of schooling at the secondary level should be devoted to those ends—for all, not just for some, since all will be admitted to citizenship with suffrage and all will have ample free time for further learning and other pursuits of leisure. It is inconsistent to think, on the one hand, that all normal children have enough innate intelligence to justify their right to suffrage and free time, and enough intelligence to exercise these rights for their own and for the public good, and also to think, on the other hand, that all do not have enough intelligence to receive the same educational treatment at the secondary level.

"The objection that is raised against undifferentiated basic schooling has two prongs. One is the point that the wide range of individual differences in educational aptitude calls for differentiation in educational treatment [after the 6th grade]. Great inequalities in intelligence and other native endowments must be acknowledged; but to acknowledge them does not require us to adopt different *aims* in the schooling of the less-gifted and in the schooling of the more-gifted. A pint receptacle and a quart or gallon receptacle cannot hold the same quantity of liquid; but, while differing in the size of their capacity, they can all be filled to the brim; and if, furthermore, the very nature of their capacity craves the same kind of filling, then they are treated equally only when each is filled to the brim and each is filled with the same *kind* of substance, not the smaller receptacles with dirty water or skimmed milk and the larger receptacles with whole milk or rich cream.

"The objection's other prong is that, while we have for many centuries known how to help the large receptacles imbibe whole milk or cream, we have *not yet* been able to discover ways of helping the smaller receptacles get their proportionate share of the same substance. . . The answer to the objection is that we have not yet given sufficient time, energy, and creative ingenuity to inventing the means for doing what has never been done before. If whole milk or rich cream is too thick and viscous a substance easily to enter the narrow apertures at the top of the smaller receptacles, then we must invent the funnels needed for the infusion. Until a sustained and massive effort is made . . . it is presumptiously dogmatic to assert that it cannot be done. All that can be said, in truth, is that it has not yet been done.

"In light of evidence recently amassed, it may be further objected that [the effort] is doomed to defeat by differences in the children's economic, social, and ethnic backgrounds and especially differences in the homes from which they come —differences which affect their educability and which cannot be overcome by the invention of new educational devices and methods as can, perhaps, their differences in innate endowment. Does this require us to abandon the effort to carry out the educational mandate of a democratic society, or does it not require a democratic society to undertake economic and social, as well as educational, reforms to facilitate carrying out that mandate? . . .

"There is one other fundamental difference in the views of those who defend [two-track] basic schooling as it exists today and those who advocate the reform of present institutions and practices to make basic schooling undifferentiated. The former hold to the ideal of the educated man conceived in terms which makes it unrealistic for all human beings to aspire to some measure of fulfillment of that ideal. The latter so conceive the ideal that it is within the reach of all, with the qualification, of course, that its attainment will vary from person to person in a manner proportionate to their initial differences in endowment and their subsequent use of their abilities. It is this difference which leads the exponents of [two-track] basic schooling to reject [single-track] basic schooling as 'unrealistic': a realistic appraisal of the human potentiality for education, they maintain, supports the conclusion that one portion of the population, the larger portion, perhaps, should be treated differently at the secondary level, because they are not truly educable in the same way and toward the same end as the other and smaller portion. If we call them 'the realists', and their opponents 'the idealists', we must also acknowldge that both are, in their different ways, democratic rather than aristocratic in their views of public education, for both adhere to the tenet of equal educational opportunity and both regard that as an inescapable corollary of the truth that all men are by nature equal and endowed with the same inherently human powers and rights.

"As an idealistic democrat, I have tried to re-conceive the ideal of an educated person in a way which makes it attainable in some degree by all human beings, not just the exceptional few. . . If our kind of society and culture is dedicated to the education of a whole people, not just the development of a small class of educated persons, then the notion of 'the educated person' must hold out a goal toward which every human being can strive, and which, given facilitating circumstances, he can achieve in some measure. This makes sense if we define 'being educated' not in terms of the traditional intellectual virtues or in terms of certain high attainments with respect to the arts and sciences, but rather in terms of *having competence as a learner and using that competence to continue learning throughout a lifetime* and to engage in other of the creative pursuits of leisure. Every human being, from those with the humblest endowments up to the most gifted among us, can become an educated person in this sense.

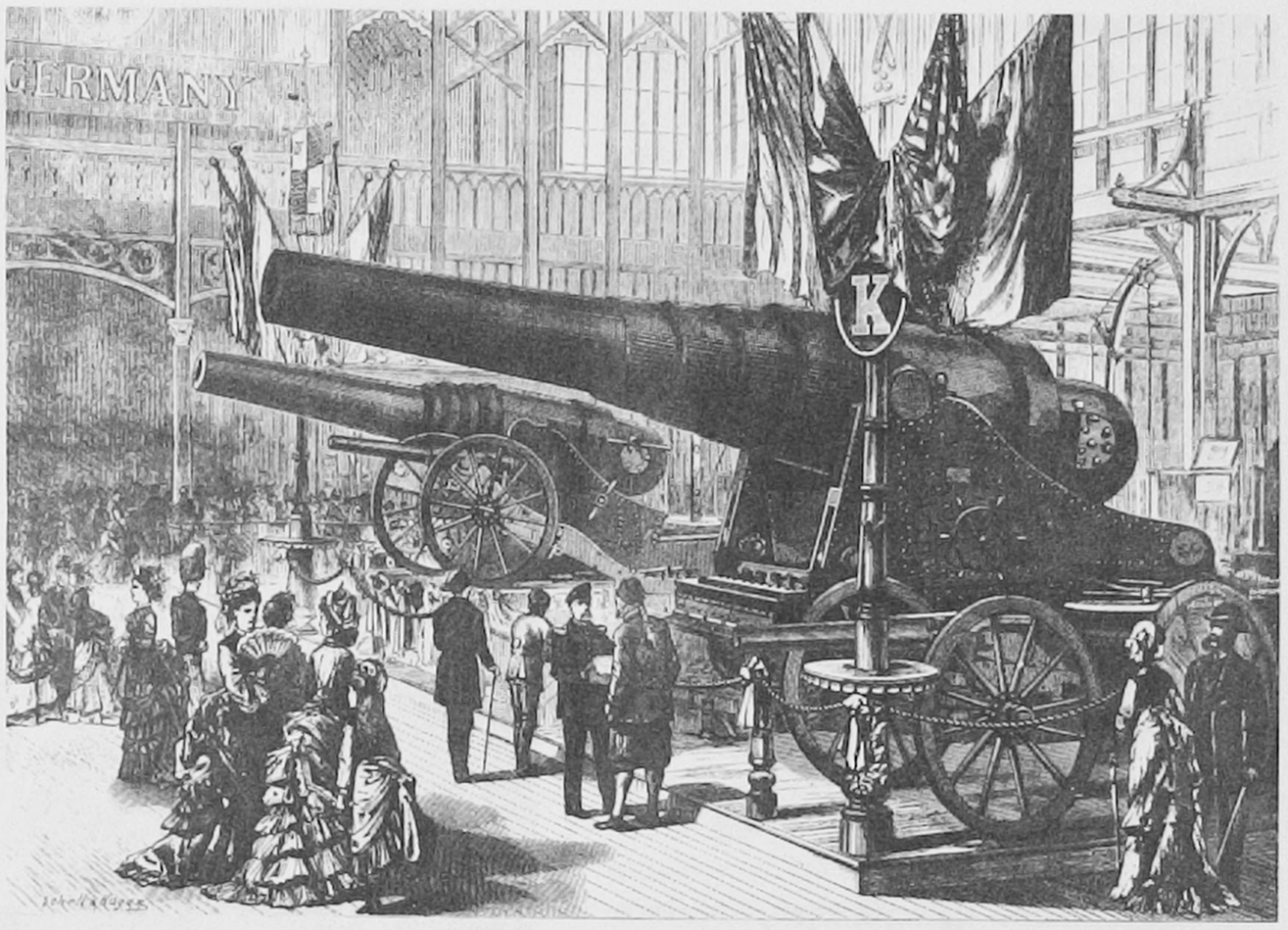
"Since the purpose of schooling is not to produce educated men and women [graduates] but rather to facilitate their becoming educated in the course of a lifetime, it serves that purpose well only if (1) basic schooling for all tries to make of the young 'learners' rather than 'learned' and tries to make them avid for learning, rather than turn them away from it; only if (2) advanced schooling for some initiates them in the process of becoming learned, both in general and in specialized fields; and only if (3) other facilities for becoming learned, whether in educational institutions or by other means, are provided by society for all—for those who have had advanced schooling as well as for those who have had only basic schooling. A choice in favor of undifferentiated basic schooling would, I submit, help us to school a whole people in a manner that would facilitate their becoming an educated people as a whole. □

produced a cadre of managerial experts and social engineers—"the Best and the Brightest," in David Halberstam's sardonic phrase—who had acquired the techniques and "know-how" to solve the world's remaining problems. This notion dates no farther back than the New Frontier and the Great Society, whose very titles are evocative.

MERELY to describe this confident attitude in 1975 is to suggest what happened to it. I cannot imagine a present-day audience nodding in satisfied agreement with reverent invocations of man's creative divinity or the beneficent glories of an expanding technology. What is ending is not merely the era of abundance and growth but the mentality that it fostered; we have learned too much in the past ten years about the finite nature of the world's resources, the fragility of our economy, and the environmental damage being done by unrestrained growth, to retain that long-held faith in material expansion. It *is* a finite world. Technology will undoubtedly continue to serve by finding new sources of energy and better ways of using what we have, but the carefree exploitative days of cheap abundant raw materials are about over. We no longer speak of *mastering* or *compelling* nature, having begun to realize, at long last, that such mastery merely imperils our own existence along with that of other forms of life. . .

As we face tomorrow's change, there is much in our past that might serve as guide, indicator, clue, even comfort. First, and most obviously, there is the fact that change itself is nothing new. The American past is so much a record of continual and often rapid and sweeping change as to suggest that we're old hands at it. For the first settlers, and for millions who followed them, black and white, there was the long and often frightful ocean voyage by which they left a familiar world and came to a strange one. For the red man, the native American, there was the whole melancholy series of changes forced upon him by the explosive impact of white culture. For the black man, there was the brute fact of slavery, radically different from the form of slavery he might have experienced in Africa.

For all early arrivals, and for those in later years whose migrations pushed the frontier across the continent, there was the wilderness environment. There were the changes in political systems and



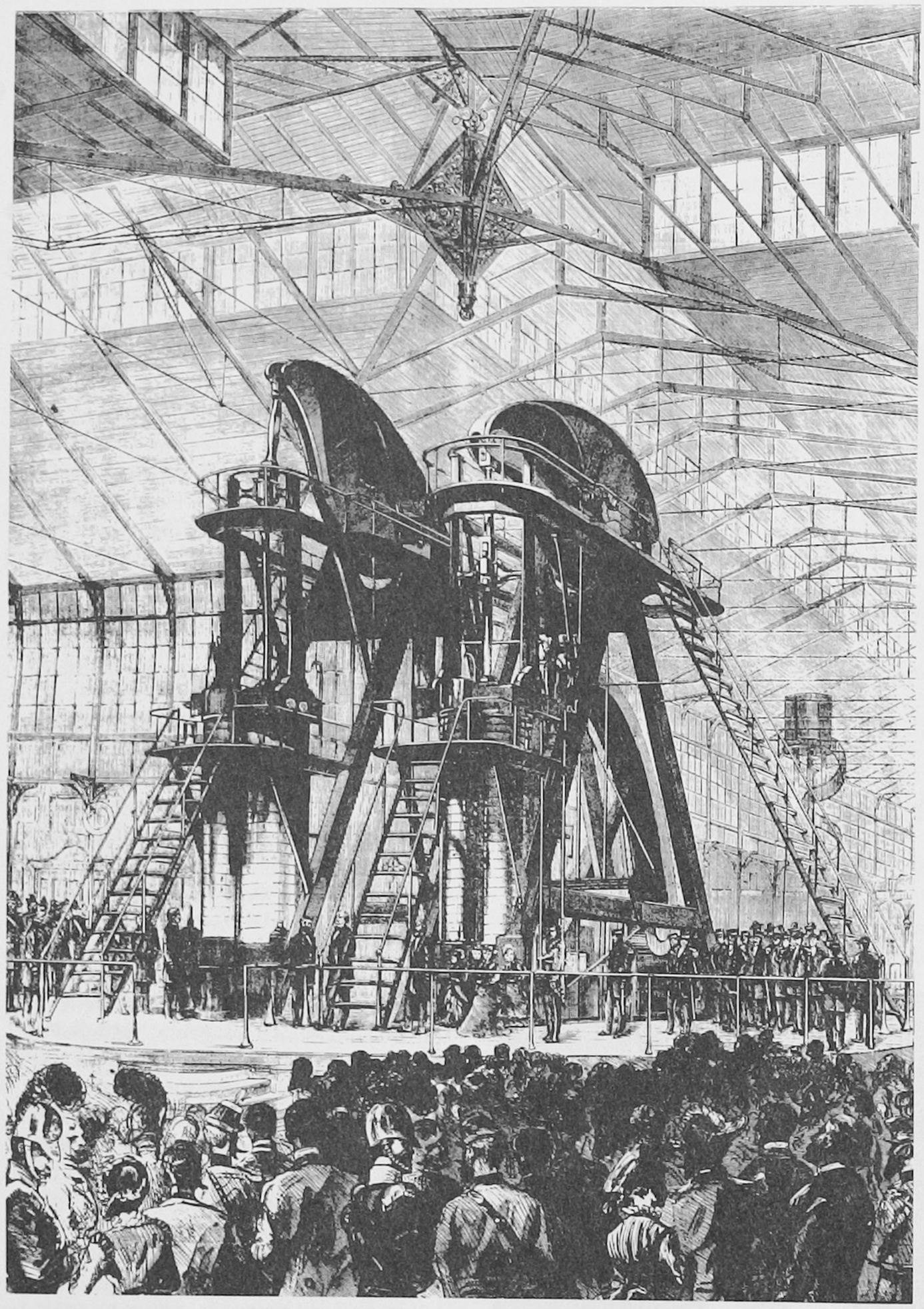
loyalties attendant upon the Revolution, the Confederation, the Constitution, the rise of political parties, the extension of the franchise. There were, of course, the vast changes wrought by 19th century technology—the cotton gin, the steamboat, the railroad, the sewing machine, and so on, each with its varied impact upon jobs, living standards, population, trade, opportunities, local and regional fortunes. Add to this the Civil War and the end of slavery, Reconstruction, the rapid industrialization of the economy, the rise of the city and later of the suburb, the flood tide of immigration, the appearance of the giant corporation and the labor union, two world wars, depression, New Deal, and the social and economic impact of 20th-century industries: electricity, automobiles, motion pictures, radio, television, chemicals, aerospace.

It is a familiar enough catalog. Most of American history is contained within that succession of interlocking and interrelated changes, and our cumulative response at least offers one more proof, dramatic and close to home, of the notion that human beings are eminently, almost infinitely, adaptable. If Americans could survive all of those earlier jars and shocks to the status quo, they surely ought to be able to survive the changes that lie ahead.

UNFORTUNATELY, this good track record may not be as reassuring as it looks. To begin with, the present challenge may well be of a different order of magnitude, at least to this extent: all of the earlier changes—harsh, disruptive, and even cruel though many of them were to some of the people involved—were carried out *within* the context of that prevailing psychology of abundance, growth, and a better tomorrow. Though not everyone benefited from all of the changes, the *general* attitude was one of hope and rising expectations, and this undoubtedly made many of the adjustments and tribulations more bearable. Yet that era of abundance, and the confident outlook that it fostered, are virtually over.

Moreover, they have been replaced by a growing feeling that our present problems may have become too big to solve. It is not just that abundance and expansion no longer mean what they once did. One need only mention some of the issues that have burst upon our consciousness within the past 10 or 15 years—ecology, environment, energy, economics; population, pollution, poverty, politics—each concept usually expressed as a "crisis"—to see how far present expectations have slid from the confidence we used to have. Gone is our faith in social engineering or managerial expertise; it has been replaced by the grim sense that things may be out of control, that the world economy, to use Alvin Toffler's words, is undergoing a kind of schizophrenia attendant upon what he calls an "eco-spasm" whereby the industrial era gives way to something else.

It is not hard to detect what Robert Heilbroner has termed a "civilization malaise," reflecting a new sense that our



William B. Catton, Charles A. Dana Professor of History in Middlebury College, graduated from the University of Maryland in 1951, took his doctorate at Northwestern, and then taught American History at Maryland and Princeton before joining the Middlebury faculty in 1964. Co-author of a three-volume history, **The American Epoch** and of **Two Roads to Sumter**, Mr. Catton's areas of special interest are US economic history and the Civil War period.

one Robert H. Thurston to the Society of Mechanical Engineers. His hero was Samuel Slater, the British immigrant who built America's first power-driven cotton spinning mill in the 1790's. After praising recent increases in production and hailing the achievements of his fellow workmen, Mr. Thurston concluded with a lyric tribute to the irresistible march of technology. "The rapid advances of the past century . . . are simply indicative of greater advances and more rapid acceleration in the future." Our progress, he added, has so far exhibited "but the earliest stages of an onward movement that is like the motion of a meteorite, attracted toward the center of the nearest star with a velocity which increases as it flies, and which continues to increase without lessening . . ." (You will note that in employing the metaphor of progress at increasing speed he does not mention what presumably happens to the meteorite when it actually reaches the star.)

The glorification of technology reached some kind of peak in 1891 in a speech entitled "Invention and Advancement" delivered at a centennial celebration of the American Patent System by Senator Orville Platt of Connecticut. His view of history and the American prospect, which was decidedly rosy, centered about the theme that man's inventive capacities elevated him to the ranks of Divinity; the harnessing of electricity, Platt argued, made it "scarcely irreverent" to speak of *man* saying " 'Let there be light,' and there was light."

This confidence survived a great many shocks in the 20th century. Faith in the progress of mankind toward an ever-higher civilization—"the great march of humanity" as the 19th century liked to call it—was all but destroyed by the cumulative impact of two world wars, the great depression, the rise of modern totalitarianism, and other lessons in man's ways with his fellow beings. Yet somehow the American notion of a beneficent technology persisted. Our record during the Second World War and in the 20 prosperous years that followed it seemed to reinforce the old idea that science, invention, and technology would continue to spread the blessings of material prosperity to more and more people by an endless process of expanding the nation's output of goods and services. At the same time, mastery of the computer and other modern devices had seemingly

in the late '40's touched off a revolution in higher education. Statistics measure part of it: only 1/7th of the 18-to-21 age group (1.5 million students) attended college before the war, in a system that was pretty well restricted to the affluent, the socially established, and the exceptionally gifted. By the early 1970's nearly *half* of the 18-to-21 age group (almost 9 million students) were attending college, and it was an elitist system no longer.

Yet the quality of higher education improved along with the quantity, to the point where the American system—in marked contrast to the prewar situation—compared favorably with that of any in the world. Our institutions have succeeded, in Charles Silberman's words, in combining "the traditional or 'elite' function of the university—the transmission of high culture and the creation of new knowledge—with its 'popular' functions, i.e., educating large numbers of students, particularly for professions and vocations, and providing other services to the society". . .

This superior educational system is a priceless asset because one of the most pressing tasks we face is to learn as much as we possibly can about the various economic, environmental, physical, political, social, and cultural issues that face us, and how they interrelate. Lincoln's familiar words continue to apply: "The occasion is piled high with difficulty, and we must rise with the occasion. As our case is new, we must think and act anew. We must disenthrall ourselves."

Precisely. And what better place than a college or university wherein to learn to "think anew"? We may learn to do this with the tools and upon the subjects already at hand: we do not have to *build* a first-rate educational system; we need only put the one we have to better use.

This is a familiar plea for committing ourselves to a study of *all* the basic areas—language, math, natural sciences, social sciences, humanities. It is equally a plea for a more integrated and tougher curriculum. And as a colleague once observed, no dollar pays higher dividends than the dollar invested in education. For here, if anywhere, lies the path through the steep places and dark valleys ahead. The idea is as old as Aristotle: "It is by education I have learned to do by choice what other men do by constraint of fear."

AND lastly, I would invoke that strand of high idealism that runs through our past. We have felt ever since John Winthrop's day that America had a special destiny: we shall be as a city upon a hill, he said; the eyes of all people are upon us. This sense of mission has had its ludicrous side, and of course it can be dangerous: it has been used to justify some dubious and some atrocious adventures at home and abroad. But the ideals have been, on balance, our greatest asset and our greatest source of strength. They embody a commitment to the human potential, and to freedom of the mind and spirit, and government by consent, and equal justice under law, and other familiar phrases that still give off echoes when you sound them.

The idealism has produced visionaries like the Quakers and the abolitionists, who had the courage to go against the social grain and challenge the wrong of slavery till it died—the kind of folk, in Robert F. Kennedy's phrase, who "looked at what never was, and said 'Why not?' " It has had a way of transcending the limits of the practical and committing us to principles we were not fully ready to embrace.

Consider the Declaration of Independence. It made what has proved to be an *extendable* commitment—extendable clear across the board, which is where ideas like that have to go if they are to have any meaning at all—because its authors had the foresight, where it counted, to use words without qualifiers. When Thomas Jefferson proclaimed America's belief that all men were created equal and endowed with certain inalienable rights, the America of his day still maintained a most explicit set of limits upon the notion of equality. By "all men," America actually meant all free, white, adult, male property-holders—hardly 10 percent of the population.

But the Declaration said "*all*," and reality was expanded by slow and sometimes painful stages to fit the concept. The property qualifications disappeared by the 1830s; the Civil War took care of slavery. Women were admitted to the political process in 1920 and 18-year-olds in 1970. My point is not that conditions of pure democracy or true equality of opportunity have ever obtained in this country, but rather that our commitment to the principles—and the appearance in every generation of outspoken people who remind us of them—has brought the reality far closer to the ideal than it could otherwise have been.

And with the continued commitment goes the continued hope. That Declaration and its implications are still, at bottom, what this country is all about. I turn in closing—as I almost always do—to Abraham Lincoln. "I have never had a feeling politically," Lincoln said in 1861, "that did not spring from the sentiments embodied in the Declaration of Independence. . . . I have often inquired of myself, what great principle or idea it was that kept this Confederacy [i.e., the United States] so long together. It was not the mere matter of the separation of the colonies from the mother land; but that sentiment in the Declaration of Independence which gave liberty, not alone to the people of this country, but hope to the world for all future time. It was that which gave promise that in due time the weights would be lifted from the shoulders of all men, and that all should have an equal chance. . . ." This notion had considerable appeal, here and elsewhere, during the 19th century. It underlay what Lincoln meant when he called America the "last best hope of earth," and when he defined the nation's obligation in 1861 as one of "proving that popular government is not an absurdity."

That burden of proof remains. Whatever the changes ahead, we must cling to our democratic ideals and make our practices conform to them as closely as possible. Can democracy survive and accomplish the tasks ahead? I would insist that it can; for all its defects democracy remains, as Winston Churchill put it, "the worst possible system—except for all the others." And I share Alvin Toffler's belief that if we do not have a lively and on-going measure of participation at the local level in meeting current problems and issues, the best of our plans and blueprints will surely fail.

So my hope remains—a hope compounded of several convictions: that our ideals of liberty and equality remain among the most precious possessions of the human spirit; that a safe passage from one era to another very different era can be made if we keep those possessions intact; that our American heritage can help us to do this (if only by reminding us of its presence and its relevance); and that our commitment to freedom may yet prove exportable, as it has proved extendable in the past. In this spirit man may indeed prevail. And the United States will yet be for you and your generation what it was for Lincoln and his: the last, best hope of earth. □

great material accomplishments have failed to satisfy the needs of the human spirit. "The values of an industrial civilization, which has for two centuries given us not only material advance but also a sense of elan and purpose," Heilbroner wrote, "now seem to be losing their self-evident justification." . . .

There is also the danger that any of several drastic but far from unthinkable possibilities—runaway inflation, nuclear war, environmental or economic collapse —might well be "survived" only at the cost of our representative institutions and our freedoms. Severe crisis or unbearable discontent might summon repressive regimes, revolutionary or reactionary, which would suspend traditional liberties in the name of "the people" or "law and order" or even "the American way."

There is reason enough, then, to take a a dim view of our prospects. Gloom is all too easy, and it has become somewhat fashionable . . . but I will opt for hope. This may take a little explaining, since if I did not share the sense of urgency and crisis being voiced by the doomsayers I would have chosen a different topic for this afternoon's lecture. One cannot look at the modern situation and wave away Cassandra by invoking Pollyanna, and my hope is admittedly a bit tenuous. But it exists.

First, I believe gloom and despair are self-defeating and, in the long run, insupportable attitudes. As Richard Falk has observed, "A posture of fear immobilizes rather than transforms. Man has an alarming capacity to adapt to conditions of persisting hazard without taking available steps to reduce or eliminate them." . . . Hope is easier to live with, in ourselves and in others.

Sometimes my hope derives from the same attitude as that of the inveterate losing gambler who shrugged. "I know it's crooked, but it's the only game in town." But I can also echo William Faulkner, who proclaimed a belief "that man will not merely endure, he will prevail."

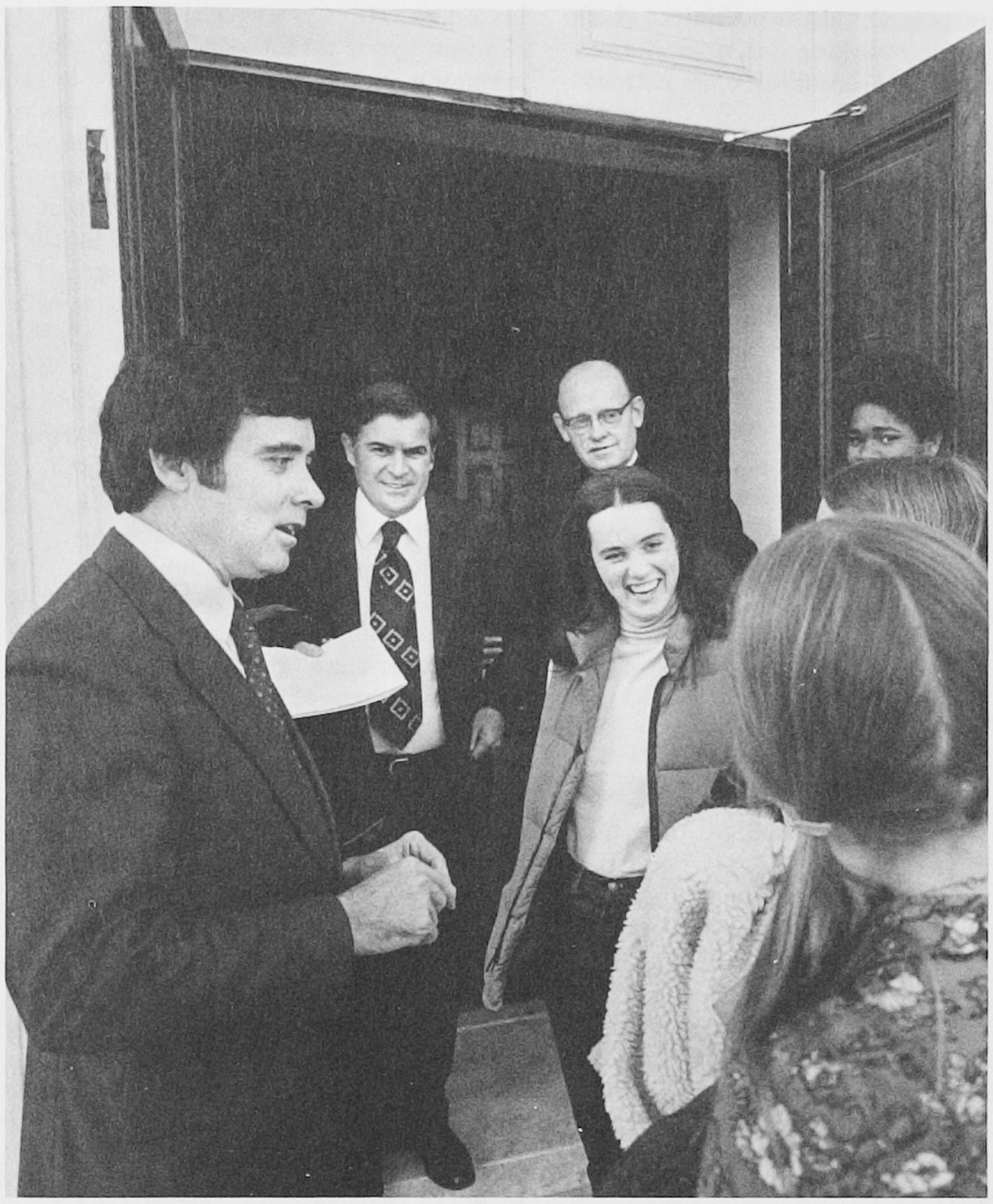
Those are brave words, and if I am to do more than quote them with a tremulous whistle in the dark, I must turn once again to the American past for support. . . As our future-oriented, past-is-prologue, tomorrow-will-be-better outlook gives way to soberer and more cautious appraisals, I would like to think that we will develop a new and mature interest in the past—not merely for what it might teach us, but because our roots and our traditions and our ancestors are worth knowing about for their own sake. I am not speaking of nostalgic lamentation for departed glories, but simply of a greater appreciation for the artifacts and the record—good, bad, mixed—that we have left behind us. The spirit will always need enrichment; we have too often neglected the enrichment afforded by an awareness of yesterday because we have been so hell-bent to rush toward tomorrow. . .

AMERICAN history offers examples that I find both instructive and, in a special way, heartening. Among these I would refer to the red man's history in this country, for a needed lesson in how man may live as nature's partner rather than its conqueror; or to the black man's history in America, for an example of how a large segment of humanity cannot only endure prolonged adversity but, in terms of spirit and pride and humor, prevail over it. In this regard, too, I would cite the history of the southern American —white and black—because alone of our people (aside from the Indian), the South has tasted so un-American an experience as total defeat and has borne and appears to be weathering the unmitigated curse of slavery and Jim Crow: there may be a dimension to the collective humanity of that scarred region that is lacking in other parts of the country.

I would also cite the depression experience of the 1930's, if only because it offers an example of hope recaptured and trust restored by the exercise of bold and warm-hearted leadership. And I would scan America's record in the Second World War, which for all its ragged edges and destructiveness featured a display of community spirit, solidarity, and sacrifice that might well be needed again someday. . .

My final examples have to do with more positive features of the American experience: its educational history and its ideals. Our educational heritage is a rich and varied one, as old as the early settlements; here our initial debt is to the Puritans, with their commitment to the principle of a literate congregation, their confidence that faith and reason were supportive rather than antagonistic, and their insistence that schooling was in part a community responsibility. On those foundations much was built; the record, by and large, has been a good one.

The most startling and gratifying aspect of that record is our achievement in the field of higher learning since the Second World War. The swollen college enrollments made possible by the GI Bill



terror can result in one's shaking apart, in an unrelieved claminess of heart and fearfulness of spirit. Since it overtakes more often in strange settings, we could withdraw, hoving only to the familiar well-lit spots of life and still end up a cold and frightened fish that expires in the wee hours of some morning on harsh sands of a terrible world, no warm waters of love and support around. Trust, we said, spells the difference in how we negotiate archetypal experiences. With terror, trust is the conviction that terror is aberrant, the exception, a passing—even if protracted—moment. Trust here is the conviction that this time, like all time, is in the hands of the Creator: that the terrible moment of terror will too pass away. "I had fainted," declares the Psalmist, "unless I had believed to see the *goodness* of the Lord in the land of the living." In the moment of terror, trust becomes—to use the metaphor of our New Testament lesson—a breast plate. It does not protect you from the soul-chilling experience of terror, but it means that you will not be ultimately overcome, destroyed, by it. After the most terrible night comes dawn and light. After the shakes can come calmness and focus.

II.

Each of the experiences we're examining has an active and a passive component: we give it, we receive it; we do, we have done to us; we initiate it, we undergo it. With terror, we focused on the receiving, passive side. With love, we stress the active, initiating side.

"Love doth pitch its mansion," declared Yeats, "in the place of excrement." At this point in the twentieth century the accumulation of crud—a metaphor for our cities, for our political as well as much personal life—makes loving more difficult than it's ever been. So much excrement gets in the way. Self-preoccupation has always threatened love, but now the spectre of impermanence shadows its realization as never before. We move so swiftly from the brilliance of sunshine, the joy in firm, well-shaped bodies to the drag of exhaustion, the shocks of disease and misshapen shadows at the end of the day. Life seems so fragile and can be so fleeting.

Marriages don't last. The communities that helped to sustain them dissolve. And so we radically privatize love: me and you, for a while, let the rest of that cruddy world go by. "I got you, babe." But I get hurt by you. I'll have to sacrifice some of my autonomy if we remain together. It'll take time, energy, money and patience. And so, after a while, we split. Maybe I'll risk loving again; maybe not.

In the experience of love, trust not only means risk, but believing there's a whole family, more than mere blood relatives, needing as well as sustaining love.

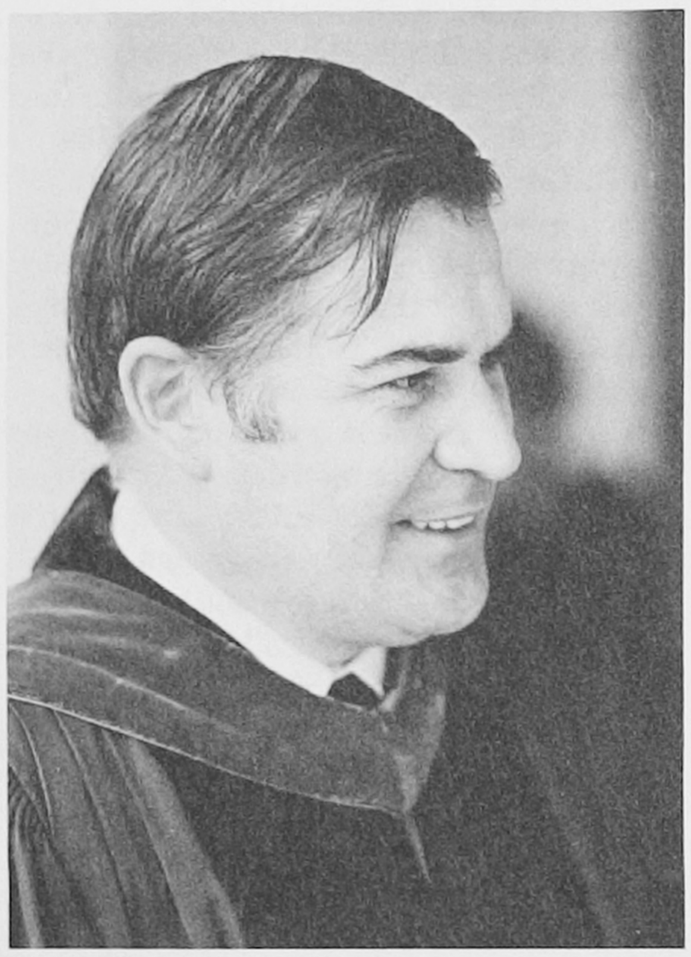
For in this place of excrement, this cruddy world, my love for you—that "just you and me" thing—can't be sustained unless we also can love, and are loved by, some others as well.

"One man, one family driven from the land," wrote John Steinbeck. "I am alone and I am bewildered. And in the night one family camps in the ditch and another family pulls in and the tents come out. The two men squat on their hams and the women and children listen. Here is the beginning, you who hate change and fear revolution. Keep these two squatting strangers apart; make them hate, fear, suspect each other. Here is the start of the thing you fear. This is the germ. For here 'I lost my land' is changed; a cell is split and from its splitting grows a new thing—'*We* lost *our* land.' It starts here, for two people are not as lonely and perplexed as one. And from this 'we' there grows an even bigger thing: 'I have a little food,' says one, 'I have none,' says the other. If from this problem the sum is 'Together *we* have a little food,' the thing is on its way. . . This is the beginning—from 'I' to 'we.' "

Unless our love—mine and yours—has this communal "we" quality, it probably won't make it. When it does, our loving is richer, deeper, more caring than ever. Trust, in the experience of love, becomes—

World Enough and Time

The Inaugural Sermon preached by John David Maguire



John David Maguire, a graduate of Washington and Lee, Yale Divinity, and Yale Graduate School (PhD '60) has joined his intellectual interest in philosophy and theology with a professional concern for higher education and a citizen's involvement in pressing public problems. President since 1970 of the State University of New York at Old Westbury, Mr. Maguire is a prolific author and essayist (five books and 30 articles and occasional pieces).

The familiar cadences of the Ecclesiastes passage are like the tides of the sea: flowing out, flowing in; "a time to seek, a time to lose: a time to keep, a time to cast away; a time to rend, a time to sew; active, passive: passive, active: the very rhythm of existence itself. The passage identifies fourteen fundamental moments in human life, both sides of fourteen primal experiences. Its first key word is *birth*; its last word is *peace*.

Few passages capture so well the intent of this high hour in the life of the College and its new president: to point at once to the timely and the timeless.

Out of the anatomy of existence in the Ecclesiastes passage I want to focus on four features that mark every human life. Each of them has already occurred to every person here, or will. Each of them will occur therefore to your president. Each of them will occur to the institution. Each of them has the potency of a trauma. Each holds the possibility of our maturing. I thus propose that, out of this list, we focus on terror, love, betrayal and change.

How we handle these four experiences determines the quality and character of our lives. My basic point is that the presence or absence of trust in these primal episodes makes a world of difference in how we experience these moments. They can either be the making of our lives in a positive sense, or the undoing of them, and trust—in various forms—spells the difference.

I.

Terror is the signature, the metaphor of our times. Whether it be in the Middle East, Latin America, Ireland, or on the streets of New York, Chicago, Los Angeles or San Francisco, the act of terror, the experience of being terrorized, has become a dominant feature of this historical period.

All of us have been terrorists, from the moment we jumped from behind a tree and screamed "boo" at our little sister; when we later donned masks and threw a snake on her; when as sophomores we beat the hell out of freshmen; as sergeants handling new recruits; as soldiers, the enemy; as bosses, employees; as parents, *our* children. It's always unfair, but oh, so human. Even the gentlest among us is a terrorist.

Focus, however, on the experience of being terrified. "God help all children," once wrote Lillian Hellman, "in that time of life they do not understand and must struggle through with precepts they have picked from the garbage can of older people, clinging with the passion of the lost, to odds and ends that will mess them up for all time, or hating that time so much that they will waste their future on the hatred." Childhood is the first time of terror: a sudden chilling sound in the darkness, suddenly being caught, stalked, assaulted, exposed, confronted by force supposed to have the power to destroy, kill or maim. Pounding heart, hard to breathe, hands sweating, cold then hot—like fever.

All of us recognize terror. It does not cease with childhood. That morning before the sixth grade exams; our first skirmishes with sex; looking up to encounter Kresge's house detective just after we've swiped four yo-yo's; the policeman's siren and red light right behind us; dawn and our military patrol is moving out, whether Africa in '42, Korea in '52 or Vietnam in '72; those three leather-jacketed boys approaching you alone on a poorly lit, otherwise empty city street; the feeling of a bank employee who's been embezzling for several years when seeing stony-faced auditors emerge from the president's office; the gnarled 92 year old looking up as three men in white coats, not the usual one nurse, enter her room.

The frequency or relentless duration of

Letters

Roman Holiday?

To the Editor:

I read Dr. Malmstrom's article on the U. N. Food and Agriculture Organization with interest, chagrin, and a bit of amusement.

Our family spent two years in Rome in the mid-sixties where my husband was chief of Personnel at FAO. He routinely worked a ten- or eleven-hour day, and so did many of his colleagues. Our social life was frequently an extension of the work day. If some persons were seen by Dr. Malmstrom enjoying a leisurely lunch hour, it must be recalled that it is the local custom: Italian enterprises close down during the heart—and the heat—of the day. The FAO cafeteria offers meals that are comparable in cost and quality to those offered by many stateside company cafeterias. It is hardly FAO's fault that the view from the terrace is glorious!

Life is not all *la dolce vita*, even for young English secretaries. And families with small children do not always relish the confinement of apartment life, traffic hazards, the hours spent on busing to school.

No one would deny that welding so many nationalities, cultures, languages, traditions into an effective organization is hard work—perhaps quixotic, as all hopeful things are—but it's quite possible that international civil servants paying a three-month visit to the halls of Academe would be bemused, too.

ELIZABETH M. MATTOX '38
Delmar, N. Y.

"The Plot Was Thin. . ." Cheap? Slick?

To the Editor:

A writers' conference must be one of the easiest of targets for slick, cute journalism. Yet I had not expected the Middlebury Newsletter to devote five pages . . . to such a sad example as Carol McCabe's article.

Why you chose to re-print such a foolish and irresponsible piece of reporting is a mystery to me. Did you think your readers would be surprised to learn that two hundred people together for two weeks drink a considerable amount of liquor? Did you find McCabe's revelation that many contributors at the Conference are ambitious and that numerous egos are bruised and deflated particularly interesting? Did you really enjoy her cruel and consistently thoughtless caricatures of roommates, friends, the occasional staff member and, unwittingly, herself? Even allowing for the glib tone of the writing I was still surprised to discover that in five pages McCabe could find almost no space to consider the intentions of the Bread Loaf Conference, its successes, its failures, its intellectual atmosphere. What were people saying about *writing* during all of those days? From McCabe we have only the silly edge of it, gossip without a point, and the occasional snide remark. In one attempt at a seemingly serious evaluation she writes that the Conference is "still staunchly conservative in outlook and the emphasis is on punctuation more than passion." Does this mean anything? Are we to equate conservatism and punctuation, or to view passion as necessarily unlettered? But McCabe, after all, is trying once again to be clever, equating, no doubt, a passing stab at alliteration with biting reportage. I assume she does not realize that such cleverness (or, in this case, the lack of it) has provided her with only a transparently cheap way to avoid writing about any kind of passion, or about ideas, or people, or indeed about anything.

. . . The article does a disservice to all connected with the Conference as well as to the Middlebury community at large. The editors of *Middlebury* really should be ashamed of themselves.

LAWRENCE RAAB '68
Cornwall, Vt.

Archaic Issue?

Gentlemen:

. . . In a period of substantial change at the college as must follow a change in leadership, it appears that the college press is overly concerned with the new President's reaction to events of the last decade. To state "I think you ought to have a honeymoon of at least one year before being asked for your philosophy of education" seems ludicrous. Quite succinctly, who gives a damn about Dr. Robinson's personal feelings on detente, China, Vietnam or Russia. The man has been placed in a position which by its nature exposes him to continual review and substantial second guessing.

To drag up issues which, in our high speed society, are archaic is a personal insult to the new President and to your readers. Perhaps more time should be spent on the direction and goals of the college, the students in attendance and their successors. A bit more about educating tomorrow's leaders and a bit less of world affairs seems in order.

KENNETH M. BLOUNT '68
Valhalla, N. Y.

Gentlemen:

I have just finished reading, literally, every word of your Autumn College News Letter . . . the most fascinating issue I have read in the eight years we've been parents of Middlebury students.

I marvelled at the selflessness of Benjamin Labaree and his apparent lack of bitterness at the shabby treatment he received in return for his monumental fund-raising efforts—which, anyone would agree with you, *must* have saved the college from an early demise.

And, on reading the footnote on page 46, I felt really happy to know that John Thomas lived such a long, rewarding life and that close to the end of it, after his wife's death, he married Eleanor Ross, whom he'd chosen as Dean of Women thirty-four years earlier—how romantic!

In short, the whole magazine really brought Middlebury College "to life" for me, and the building names now have new meaning.

MRS. JAMES CARROLL (parent)
Bernardsville, New Jersey

Gentlemen:

May I say thank you for the Autumn News Letter. I enjoyed the part about Pres. Thomas and Walt Howard. Although I only went one year, 1909-10, I have always had a kind spot for the school. . . . It was 65 years since I was there and it seems like yesterday! . . .

CHARLES B. SHERMAN '13
Fairport, N. Y.

Gentlemen:

My pleasure in the report of my father's career continues. For you, I might report a personal note. John M. Thomas' father, Chandler N., class of 1861, was elected a trustee in 1889 and was not over-enthusiastic to have his son take the position of president of the college which had been having difficulties. He didn't live to observe his son's success but my Grandmother Thomas did.

One more bit of trivia: John M. Thomas earned his college expenses by keeping bees at his parent's home in Port Henry, N. Y. and selling the honey. After he became president of Rutgers University and bought property in Mendon, Vt. for a summer-retirement home, he had a small apple orchard planted to someday return to bee-keeping. However he continued to be active in public service of some kind and discontinued bee-keeping. His orchard is still bearing fruit, and one of my sons is the orchard manager.

HULDAH THOMAS GALE '17
Rutland, Vermont

to quote our New Testament lesson—the sandals by which we walk in the world—be it the scorpion-filled desert, the garbage-filled streets, the place of excrement.

Trusting, we can love and be deepened rather than, losing at it a time or two, having ceased and started dying from loneliness. This College has lasted a long time. A fundamental ingredient in its enduring must be a measure of love among the people who are here.

III.

Betrayal is another of these universal experiences. We are all betrayers: sisters do it by breaching confidence, partners do it by leaking plans or failing to do something fundamental on which they're being counted, politicans do it by withholding previously promised support or withdrawing it unexpectedly, artists do it in relation to authors, composers; lovers do it, and it is *in* relation to love that the experience of being betrayed is most devastating. Nothing sears the soul and destroys the spirit as having trusted, having risked, having banked on the love and the loyalty of another, only to discover that they have been untrue and actually betrayed you. The tongue lashes as the heart breaks: "treachery," "deceit," "disloyalty." Your energy is completely drained, pleasure turns to ashes, it is almost worse than if a death had occurred. You alternate between wanting to kill the betrayer and wishing *you* were dead. There is probably no experience more instantly wounding, more protractedly devastating.

Once it has happened, you are faced with the decision: Can I still stay in this relationship? Do I want to? Dare I? Will joy in the relation ever again exceed the hurt and pain that will hereafter always be a part of things because of the betrayal?

In betrayal something is everlastingly broken: a bond, one's heart, the pattern of existence before you became aware.

In working through this devastation, trust—in the New Testament text—is a shield, not against betrayal, but against the triumph of bitterness that makes life poisonous ever thereafter. It implies the possibility of recovery—a totally realistic, open-eyed awareness of what has happened but a willingness to risk again, to try again, to love again. St. Paul spoke about this response to betrayal: "We are afflicted in every way, but not crushed; perplexed but not driven to despair; persecuted, but not forsaken; struck down but not destroyed" (II Corinthians 4:8-9). Can there be a breaking out, as well as a breaking down? A breaking open rather than a break-up?

Restoration of relations after betrayal is most assuredly not an easy thing. It may be the most difficult act we perform. You've been burned. You've been hurt. You're bitter. You doubt. You ache. You are uncertain. After a while, however, you either keep cursing the darkness and despising the betrayer or you let in a little light and, however tentatively, reach out again.

Having experienced this miraculous rebirth of energy and renewal of spirit after betrayal George Herbert exclaimed through it, in spite of it:

> Who would have thought my shrivel'd heart
> Could have recovered greenesse?
> And yet in age I bud again,
> After so many deaths I live and write,
> I once more smell the dew and rain.

"Sometimes it *takes* (a little) disaster to sort things out." The trauma and titillation of terror, the pinnacles and deserts of love, the scorching and binding of betrayal—all opening the possibility, but not assuring the reality, of positive change.

Growth is the name for change when it's positive. But growth is certainly not automatic. When a 45 year old man thinks and acts like an adolescent, it hasn't happened, however much terror, love, betrayal he's given and received, however much change he's undergone. That is why the world is full of arrested development. "Change and decay in all around I see." Change is a universal experience. Achieving growth through it isn't.

Each of these primal experiences—planting, plucking; breaking down, building up; weeping, laughing; silence, speaking—opens the possibility for growth. You recall the history of the crab. In order to grow and to live, the crab must be able to keep discarding its shell. Each shell has all the familiar comforts and securities, but has to be shucked off in order for the crab to stay alive. In those moments of transition, until it succeeds in creating a new shell, it is highly vulnerable. The crab's life story is a continual passage through successive shells until one day it makes a shell so strong and rigid that it can't get out of it, and in that shell it dies.

The shell cracks with each primal experience. To form a new one often requires a thoroughly new adaptation. Homely instances: Have you ever tried completely changing your tennis serve in hopes of making a decent, but fairly ineffective one significantly better? There's some risk to your present game. Have you ever tried changing your way of playing an instrument—fingering or embrochure—in hope of making passably good playing better?

That's the kind of possibility opened by each of these fundamental experiences: either arrested development through repetition or genuine advancement; the accumulation of experiences or their assimilation; floating superficially or fathoming, mere aging or genuine growth.

"All my life," recently wrote one of our great artists, "I believed in changes I could, and sometimes did, make in a nature I so often didn't like, but I now wonder if I made alterations and mutations rather than true reforms—How much real change? How much a past that is not very different from the present?"

"Alterations and mutations" or "true reforms"? With trust, in the form of the helmet of salvation, one can—terrorist and terrified; lover and beloved; traitor and betrayed—make of these moments the passage into new, deepened, truly changed life. Existence is not simmering, stymied, slowly downhill. But throbbing, painful, joyous growth.

A final question, however: Is trust—which we've urged is the key—something you just will, something you initiate? Does it make sense to insist, "you gotta trust"? No, for ultimately trust is a gift, the ability to proceed with quiet surety through all. But trust, this many-sided confidence, comes to those open to receiving it. So that the real question is: If I lack trust now am I at least open to gaining it from this point forward? Are we open, willing to trust?

"I have seen the future" parodies the sci-fi film hero of a recent film, "and it doesn't work." To the contrary, declares Biblical wisdom, it works—and will—pretty much like it always has: a time for this, a time for that. All of you undergo the same kind of experiences—President Robison will, the members of the College will, the College itself will—terror and love and betrayal and change—just as your forbears did. The question is whether you will be overcome by your experience, concluding your life at whatever age as an inferior caricature of what you might have been. Or will you, through trusting, grow, deepen, mellow, become, so that the last word for your life, like the Biblical lesson, is "peace"? □

a poor deal *he* got from the Trustees!), is an ancestor of a dear friend. . . Thanks for such a good job.

JEAN SMITH MURPHY '46
Waldoboro, Maine

Gentlemen:

You are to be congratulated on the fine issue of the College News Letter. It makes great reading, and actually grabbed at the heart of one who spent the best four years of his life at Middlebury.

BOB BENNETT '50
Branford, Conn.

Gentlemen:

. . . Having spent my entire adult life in the academic atmosphere, I was greatly interested in the whole Middlebury story as you and your associates have so skillfully narrated it. It was excellently done and, in my opinion, makes a very worthwhile addition to American educational history.

. . . An oil portrait of Benjamin Labaree [which has descended through the family] now occupies the honored place in our living room. It is unsigned but it appears to have been painted in New York about 1840, just before he went to Middlebury to assume his duties there. As I sat reading the somewhat sorrowful account of his trials and tribulations and of his accomplishments, I looked up at the portrait from time to time, and I thought I caught a glint of satisfaction in his eye to realize that his great-grandchildren and later descendants, too, would have this record of his Middlebury years to add to what they might otherwise know about him. . . ."

LEONARD W. LABAREE
Northford, Conn.

[*A great-grandson of Middlebury's president, Mr. Labaree is Professor-emeritus of American History at Yale and first editor of the Papers of Benjamin Franklin, a 25-year publishing project begun in 1954. His son, Benjamin, is professor of American History at Williams.*]

The editor thanks the many readers who wrote him their generous comments on the Anniversary issue. For the first time since he moved into the editor's chair eight years ago, he ran out of space in which to publish them all. Thanks!

MIDDLEBURY BOOKS

THE MIDDLEBURY COLLEGE FOREIGN LANGUAGE SCHOOLS: The Story of a Unique Idea. By Stephen A. Freeman.

Middlebury: Middlebury College Press, 1975. 425 pp., illus. (Available at the College Store; $5.95 plus 75¢ shipping charge.)

Dr. Stephen Freeman has produced a magnificently researched and carefully written historical account of the Middlebury College Language Schools. It has been a labor of love on which he has worked for four full years. I have waded through some of the same source materials for my forthcoming history of the college, and I was continually impressed with Dr. Freeman's ability to uncover from the documents hidden gems I had completely overlooked.

I was particularly fascinated with the early section on "The Founders"—Lilian L. Stroebe of the German School, H. P. Williamson de Visme of the French School, and Julián Moreno-Lacalle of the Spanish School as well as the later chapters on the origin of the unique degree, the Doctorate of Modern Languages; the post-World War II founding of The Graduate Schools Abroad; and the exciting development of the Middlebury Language Laboratory—the first *continuous* language laboratory in this country, according to Dr. Freeman.

Language School alumni will come away from this book with a fuller understanding of and better perspective on their years at Middlebury (not to mention a flood of fond memories!). Laymen (such as myself) will be exposed to interesting discussions on the nature and development of language instruction in this country since the eighteenth century, and the important contributions of the Middlebury Language Schools to that subject since 1915. The entire college community will find this volume valuable background reading for the continuing dialogue on the future of the language program at Middlebury.

For fifty years Dr. Freeman has been an innovative and dynamic member of the Middlebury community. This book is but another outstanding gift from a man to whom the College already owes so much. As I read this book, however, it became clear that to Stephen Freeman the achievements of the fifty years were their own reward.

DAVID M. STAMESHKIN
Oakland, Maine

[*Mr. Stameshkin is writing a history of Middlebury College, which is scheduled for publication later this year.—Ed.*]

Gentlemen:

. . . In the history of sports at Middlebury, it is worth noting that in 1917 Middlebury played both Dartmouth and Boston College and in 1919 West Point, though the entire student body numbered under four hundred and the entire squads sometimes were too small to provide a second team for scrimmaging. The game was run by the quarterback using audible signals. Substitutes could not talk until after one play and once removed from a game a player could not return in that half of the game; and it was "two-way" football. . . . In these days of much recruiting of players, I would never have been given a suit, for I had never even seen a football game before I came to Middlebury. However, beginning in my Junior year, I played for three seasons, 1916, 1917 and 1919, the last because the war interrupted my college life at the end of the 1917 season. I may be the only "graduate student" who ever played for Middlebury (1919), but I did not know that was my status until many years later. This was due to a delay in granting me credits for four months' study at the Universite de Montpellier in France while on furlough in the spring of 1919.

"Rocky" Dake '18
Green Valley, Arizona

Gentlemen:

. . . I read every word and couldn't have enjoyed it more. . . . A simply magnificent job! The Middlebury "story" covering the some 150 years before I went there were fascinating! Now I feel I really know Midd. . . .

Alan W. Furber '20
Deerfield, N. H.

Gentlemen:

With this issue of the News Letter you have hit a new high. It is a superb issue. I have every issue since Vol. 1 No. 1, with which to judge. I was fortunate to be at Middlebury from the Fall of 1920 to the Spring of 1933 except for [four] years. Middlebury had some of the greatest Faculty ever gathered together in *any* size College. To mention some not listed in this number—Rose Martin, [Samuel] Longwell, [Clara] Knapp, [Frank] Cady, [Ray] Barney.

The "Strength of the Hills" stays with one all of a life.

Marjory Johnson Lewis '24
Brockport, New York

To the Editor:

. . . You are to be congratulated on compressing so much important and interesting College history into 64 pages and telling it in such a way that events and people come alive. . . . Your material on Pres. Labaree makes me realize as never before how tremendous his efforts were. . . . Only a man of iron will would have continued. Mr. Starr, perhaps, gave him courage! I wonder if my father [Pres. Brainerd] ever read this summary [of Labaree's]. I'm sure he realized that but for Mr. Labaree's efforts there would not have been a College for him to rescue! . . .

Katherine Brainerd Eddy '28
Middlebury, Vt.

Gentlemen:

Congratulations on the fine 175th Anniversary issue. It brought to my attention many interesting and hitherto unknown (to me) facts concerning Middlebury's history. . . . I noticed two errors in your list of America's oldest colleges. According to the Encyclopædia Britannica, Rutgers was founded as Queens College in 1766 . . . and St. John's College (Annapolis, Md.) was chartered in 1784 as a continuation of King William's School which was founded in 1696.

John P. Hoyt '28
Indiana, Pa.

[*Mr. Hoyt is correct; Rutgers and St. John's were omitted by editor's oversight. Also the University of Pennsylvania (1740) as pointed out by Dr. Rubin of Ocean, N. J. Thus, Middlebury is the* 32nd *oldest college in the US.—Ed.*]

To the Editor:

After reading the superb Anniversary Issue I can't believe you haven't graduated from Middlebury College at least once every twenty years since 1800. The detail, the warmth, the sense of pride it gives me—and then I came to my own time, and even Mother Mason's Garden is there! And that utterly enchanting back cover! From my earliest memory, tales of Middlebury College, and especially the Latin pageant of 1900, were part of my childhood since my father (William Barnard) graduated in that year. (I think he was Catullus in the pageant.)

As a matter of fact, I believe I was the first '31er to attend a Midd reunion. My parents returned for his 10th reunion in June 1910, bringing me at 7 months, complete with nursemaid and collapsible baby carriage. . .

Ruth Barnard '31
Wallingford, Vt.

Gentlemen:

. . . Some time during our college days, my roommate, Loring Pratt '40, persuaded me to help him clean out the biology lab in a really thorough fashion, a job that certainly had not been done for many years. Pratt even insisted on moving the biological specimen cases, cumbersome furniture that nearly reached the ceiling, so that we could sweep and dust behind them. As we inched one of the cases away from the wall, I saw that there were some folders behind it. To my astonishment and delight, there proved to be a great many of them, all with neatly pressed plants inside and standard labels which were made out with the name of Ezra Brainerd as the collector. Except for some dust on the outside of the folders, the collection was in excellent condition and had not suffered from its informal storage of who knows how many years. I was a little disappointed that Dr. Longwell [Prof. of Biology, 1919-43] appeared more taken aback than grateful at the find, but it must have been a shock to him. No one knew that the collection existed. I have no idea what portion of the Brainerd collection this represented but I hope that it was preserved and is now in the Pringle herbarium. . .

Kenneth L. Temple '40
Bozeman, Montana

Gentlemen:

. . . To us, exiled in the tropics, the leaves of autumn pictured with Old Chapel looked good enough to crunch. "Gamaliel Painter founded Midd" was once the sum total of our knowledge of the history of the school we both attended. . . You have, in one superb issue updated our knowledge, shown the good years and the near-disastrous ones, and given credit and demerits to those so deserving. Thank you. . . .

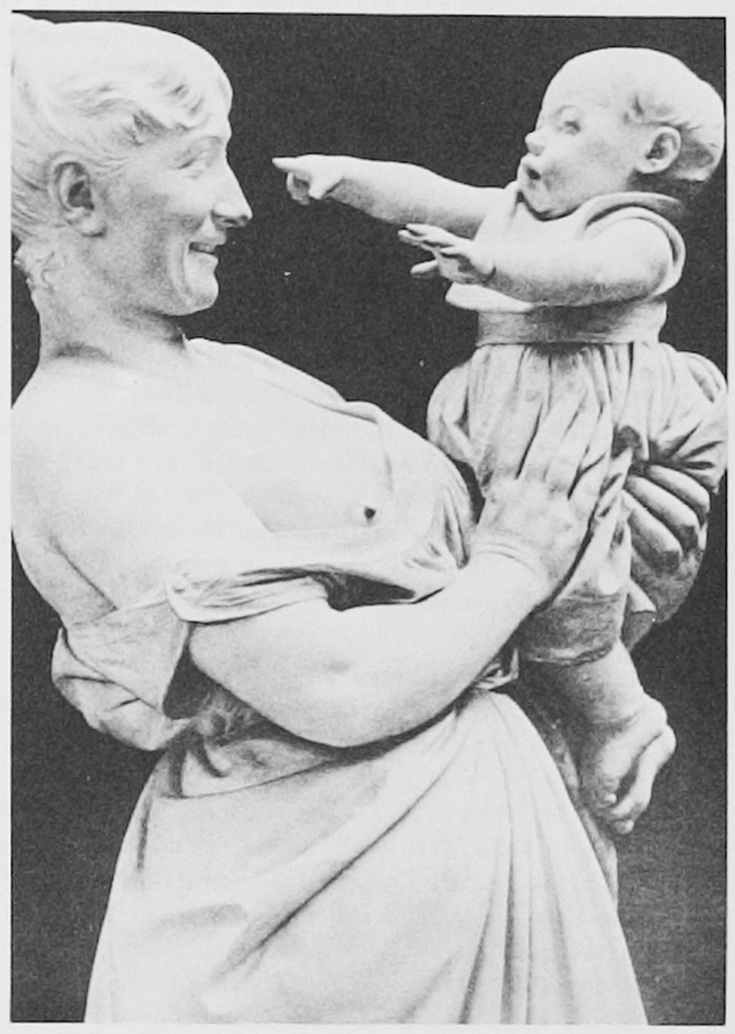
Bob and Margot Pratt '48
Naples, Florida

Gentlemen:

. . . Bravo! A thoroughly researched history, I'd say. I was very much interested in the information about the early presidents—most of which I was unaware of as a student, of course. Middlebury's "indispensable man," Ben Labaree (what

Births

1961	Ann and John Roderick Falby, Jr. '61	Jonathan N.	June 20, 1975
	Joan and David Hulihan '61	Elisabeth Dana	Feb. 21, 1975
1962	Lucy Beckley Cole '62 and Richard Cole	Lucy V.	June 22, 1975
1962, 64	Susan Bass Noel '64 and John D. Noel '62	Mark Robert	Sept. 2, 1975
1963	Susan and David Taylor' 63	Thomas Fairbanks	April 18, 1975
1964	Sandra Hazen Bodine '64 and Charles H. Bodine	Nicole Catherine	Aug. 12, 1975
1965	Mr. and Mrs. Martin V. Lavin '65	Adam Camelo	Aug. 6, 1975
1966	Kristina and Peter Cady '66	Ian Howard	April 29, 1975
	Wendy and Jonathan Fish '66	Warren Gregory	Oct. 15, 1975
1966, 68	Kathryn Worden '66 and Douglas Worden '68	Elise Wood	Aug. 9, 1974
1967, 69	Ann Tillinghast Shaw '69 and Sanford Whitcomb Shaw '67	Nathan Timothy & Christopher Thomas	Nov. 2, 1975
1969	Elaine Pierrel Robey '69 and William Robey, Jr.	Adam Martin	Aug. 1, 1975
	Joanne Viles More '69 and James F. More	John Andrew	Feb. 27, 1975
	Gail and Peter Degree '69	Todd Arthur	June 2, 1975
1969, 72	Anne Merrill Walsh '72 and Christopher Stratton Walsh '69	Caroline England	Oct. 11, 1975
1971	Susan Elmendorf Roberts '71 and Jeff Roberts '71	Duncan	Oct. 5, 1975
	Debra Ann and Lee T. Cartmill '71	Kevin Lee	Sept. 26, 1975



Deaths

1903 **Elizabeth A. Williams,** 97, died May 7, 1974 at the Sager Nursing home in Fair Haven, Vt. She received a BS from Middlebury in 1903 and an MS from the University of Vermont in 1925. She became professor of Biology of Converse College in 1918. She is survived by a niece, Mrs. William White.

1913 **Bessie M. Cudworth,** of White Plains, N. Y., died September 8 in the Sarah Neuman Home, Mamaroneck, N. Y. She was a graduate of Middlebury in 1913. She also attended Columbia University, New York University, Fordham, the New School of Social Science and Bread Loaf Writers' conferences at Harvard and Oxford Universities. She taught at the high school in Bristol, Vt. from 1913-16, Montpelier from 1916-21, Danbury, Conn. 1921-23, and was an English teacher at White Plains High School for 32 years until her retirement. She was a life member of the New York State Parent-Teachers Association and a charter member of the College Club of White Plains. Survivors are her sister-in-law, Mrs. Florence Cudworth and several cousins. She was a member of Phi Beta Kappa Honor Society and Sigma Kappa Sorority.

1914 **Anne Perkins Varney,** the widow of George E. Varney, died unexpectedly July 28 at Frisbee Memorial Hospital in Rochester, N. H. She had been a resident of Somersworth, N. H. for the past 40 years. She was a graduate of Middlebury, attended the Simmons Summer Session in 1915, and Columbia in 1924. She received her MA from the University of New Hampshire.

1916 Word has been received of the death of **Alvin R. Metcalfe,** 81. He died in Arlington, Vermont May 25. He attended Middlebury College. Following service during WWI he became the owner of the Hanson Press in Springfield, Mass. During that time he assisted "Cap" Wiley in designing and setting the format of the Alumni News Letter. In 1928 he entered the field of insurance and prior to his retirement in Vermont earned the title of Chartered Life Underwriter. He is survived by his widow, the former Anna Fisher '16, a daughter, Mrs. Carl Handforth (Shirley '41), two sons, Conrad '49 and William. He was a member of Delta Upsilon.

1918 **Alice K. Fuller Drury** (Mrs. Robert), 78, died July 8. She taught in the Vermont school systems, and for many years was co-manager with her husband of the Eagle Camp Inc., South Hero, Vt. While in Tangerine, Florida, she was active in community affairs. In Chelmsford, Mass. she was a member of the Lowell College Club and the Women's Alliance of the First Parish Unitarian-Universalist Church. Survivors are her mother, Mrs. Frank B. Fuller; one son, William H. Drury; three sisters, Mrs. Wendell T. Sheppard, Mrs. Donald Hallgarth, and Mrs. Harvey Lance; a brother, John J. Fuller and two grandchildren. Mrs. Drury was a member of Phi Beta Kappa.

1920 **J. Philip Bower,** 80, died July 24 at Porter Medical Center, as a result of injuries suffered in an automobile accident four days before. He attended Middlebury from 1915-1919 and Dartmouth from 1919-21. A veteran of WWI, Mr. Bower had been active in sports at Dartmouth and Arlington High School where he helped formulate various programs in baseball and football. A citation honoring him upon his retirement in 1964 praised his work with preventive medicine for Arlington young people, by creating a townwide program for the Salk polio vaccine and the townwide program to combat tuberculosis. The husband of the late Irene (Carroll) Bower, he was the brother of Emily Cooper of Arlington.

1920 **John R. Harvey,** 80, of Poughkeepsie, New York, died August 24 after a short illness. He attended Middlebury, and graduated from Eastman Business College in Poughkeepsie. For

ALUMNI NEWS

MILESTONES

Marriages

1960	Sherburn W. Merrill, Jr. '60 and Susan Smith, 50 Bristol Drive, Canton, Ct. 06019	Aug. 9, 1975
1962	Carl V. Barnes and Penelope (Hilton) Nonhof '62	July, 1975
	John D. Ruff, Jr. and Sarah D. Garabrant '62, 7806 Bankside, Houston, Tex. 77071	
	Brian H. Gross and Alice Couperus '62, 379 Washington St., Winchester, Mass. 01890	May 10, 1975
	Stuart Schwartz '62 and Nancy Marie McCallum, Summit House East, 400 Groveland St., Minneapolis, Minn. 55403	July 20, 1975
1965	John G. Endriz and Sally Doubleday '65, 6-15 Fox Run Drive, Plainsboro, N. J. 08536	July 19, 1975
	Robert F. Slater and Christine Thierfelder Roach '65, P. O. Box 506, RD 2, Bell Hill Rd., Ilion, N. Y. 13357	Dec. 20, 1974
	Kevin R. Illia and Pamela E. Platts '65, 401 Glenmeadow Dr., Ballwin, Mo. 63011	April 28, 1973
1966	Dr. Joseph W. McSherry and Martha Synerholm Wilson '66, 410 B Dalton Drive, Winooski, Vt. 05404	June 9, 1975
	Erle H. Morse '66 and Katharine Ann Eneguess, Deer Run North, Errol, N. H. 03579	June 28, 1975
1967	Arthur Lamb Bryan '67 and Isobel Lawrence Pratt, Chester, N. H.	Aug. 16, 1975
	Stephen G. Shehorn and Gretchen Brown Dufault '67, 21702 Locust Way, Alderwood Manor, Wa. 98036	March 22, 1974
1969	James Easterling and Carol Barton '69, 419 S. Wisconsin Avenue, Oak Park, Ill. 60302	Aug. 23, 1975
	Joseph D. Messler, Jr. and Patricia Whitney '69, Deer Run Farm, Grafton, Vt. 05146	June 21, 1975
	Dwight Perkins '69 and Jacqueline Louise Smith, 77 Aran Road, Westwood, Ma. 02090	June 19, 1975
	Peter C. Reynolds '69 and Alison Pettit Raley Hollesley, Suffolk, England	Aug. 16, 1975
1970	M. Dickey Drysdale and Marjorie Ellen Balgooyen '70	Sept. 21, 1975
	C. Paul Reed, Jr. '70, and Johanna C. Bohan	Aug. 24, 1975
	Stephen H. Plum '70 and Sydney A. Landon '70	
	Barry DeCola and Kelley Hunter '70	March 10, 1975
1971	Nathaniel M. Sims and Kathie Lou Bustin '71	June 28, 1975
	Christopher M. Grejtak '71 and Jody Kennard	Aug. 30, 1975
	Peter Green and Mary-Jean Mitchell '71	June 10, 1975
	Jonathan B. Young and Susan Lebel '71, 119 State St., Portland, Me.	Aug. 17, 1975
1972	Gregory Waldron and Dyane Sunn '72, Colbrooke Apts. D4, Laurel St., Rye, N. Y. 10580	Aug. 9, 1975
	Timothy W. McNally and Reva B. Seybolt '72	May 31, 1975
	James VanCleve Potter and Virginia Anne Clark '72	
	Richard Lawrence Klotz and Laurie Kraft '72	Aug. 23, 1975
	David M. Johnson '72 and Susan M. Raab '72	June 28, 1975
1972, 73	Herbert Washburne Olson '73 and Elizabeth Fairchild '72	July 5, 1975
	Lee Charles Buchheit '72 and Roberta Jean Sturgis '73	Sept. 14, 1975
1972, 75	Samuel A. McDowell '72 and Deborah A. Francisco '75	Oct. 25, 1975
1973	Jonathan Ames Stevens and Priscilla Stone '73, Littleton, Mass.	Sept. 1975
	James E. Satterfield '73 and Bernadette R. Wills, 306 E. 96th St., New York, N. Y. 10028	June 19, 1975
	Peter Scott Hamlin '73 and Alice Christine Robbins '73	June 21, 1975
1973, 75	Peter Hilliard Brakeley '75 and Johana Kashiwa '73	June, 1975
1974	Jeffrey Medoff '74 and Debi Sibler, 30 West 60th St., Apt. 6E, New York, N. Y. 10023	
	Leonard F. Skonecky and Mary Margaret Robinson '74, 2732 Farrington, Apt. B, Toledo, Ohio 43606	Aug. 16, 1975
	Randal W. Spencer and Carol Boghossian '74, Wilmette, Illinois	Sept. 6, 1975
	Charles K. Shearer, Jr. '74 and Patricia A. Watson	June 7, 1975
	Nathaniel Cabot Earle '74 and Ann Clyde Gordon	June 28, 1975
	David W. Pihlcrantz '74 and Bonnie Jeanne Bray '74	June 28, 1975
1974, 75	Robert D. Tucker '75 and Susan C. Pond '74	June 7, 1975
	Mark Frederick Patlovich '74 and Daintry Elizabeth Heap '75, Philadelphia, Pennsylvania	Aug. 23, 1975
1975	Jeffrey Scott Gerdes '75 and Robin Browne, Box 11, Dartmouth Medical School, Hanover, N. H. 03766	Aug. 9, 1975
	Douglas Dorman '75 and Linda Conrad '75	

of Daniel W., had been a dietician at the Porter Medical Center in Middlebury. She was a member of the Board of Cemetery Commissioners, the First Congregational Church of Orwell, the Fort Nightly Club, and the Zoning Board. She had been a school Board member for three terms, chairwoman of the local Women's Republican Club, co-ordinator of the Diet Workshop, and regent for two terms in the local chapter of the DAR. Mrs. McMeekin leaves five daughters; Mrs. Elmer D. James, Peg Giannoni, Joyce M. Pratt, Helen Wilson, and Linda McMeekin; a son, William D. McMeekin, a nephew and 13 grandchildren.

1930 **Richard J. Humeston,** 69, of San Francisco, died Sept. 18 in San Francisco. He graduated from Middlebury in 1930 and started medical study at UVM. He was a former director of the Bridgeport, Conn. Goodwill Industries. He was a teacher-coach at Middlebury High School; Bristol High; Dover Plains, N. Y. High; and Glen Cove Long Island High. He was well known in Connecticut and N. Y. for coaching football and basketball teams. In 1974, he was named to New York's Basketball Hall of Fame for coaching high school teams in the Hudson Valley. He was named All-New England football center in 1929 and 1930 in Vermont, and all-state football and All-America baseball player. He did graduate work at Yale where he was line coach for the freshman football team. He had been offered player contracts with the New York Giants football team and the Detroit Tigers baseball team, but turned both down in order to continue his studies. Survivors are his wife, Mrs. Isabel Humeston; four sons, Percy J. Morrison, Ralph H. Morrison, Michael Humeston, and Joseph Humeston; two daughters, Mrs. Roger Counant and Mrs. Larry Rodrigues; 23 grandchildren, and two great-grandchildren. He graduated magna cum laude.

1932 **Dr. Appleton Churchill Woodward,** 67, died Nov. 16 at Goddard Memorial Hospital in Stoughton, Mass. He graduated from Middlebury in 1932 and Tufts University School of Medicine in 1937. He served his internship at Quincy City Hospital and his residency at the Norfolk County Hospital. He served on the Stoughton School Committee, and was selectman for many years and chairman of the board from 1970 until his retirement in 1974. Dr. Woodward was appointed associate medical examiner in 1947 and in 1964 was named medical examiner for the Fifth Norfolk District. He was a member of the Board of Health and served as school physician since 1955. He was also a former Town Meeting member, a former member of the Landscape Commission, the Stoughton Building Committee, the Master Plan Committee and during WWII, he was the medical examiner for the Stoughton Selective Service Board. In 1973, he served with Project Hope at Sage Memorial Hospital in Arizona. He was a member of the American Assoc. of Family Physicians, Mass. Medical Society and Mass. Medical Legal Society. Survivors are his wife, Dorothy; two daughters, Mrs. Richard C. Fleck, Jr., and Miss Susan L. Woodward; a son, Richmond, and two grandchildren.

1934 **Robert H. Rickard,** 62, died July 24 at the Sturdy Memorial Hospital in N. Attleboro, Mass. He attended Middlebury from 1930-32. He also attended Rhode Island School of Design and Brown University from 1937-40. He was employed as a draftsman at the Draper Corp., Hopedale, Mass. from 1937-40; Browne and Sharpe Mfg. Co. in Providence, R. I., 1940-42; and Spencer Thermostat Corp., Attleboro, Mass. He was a member of the North Attleboro School Committee, former chairman of the Norfolk-Bristol County Regional Vocational Technical School, former member of the North Attleboro Planning Board, former member and officer of the North Attleboro Kiwanis Club and the Boy Scouts, and director of the North Attleboro Historical Society. He was chairman of the Standards Engineers Society Rhode Island section in 1967, a professional engineer and a member of the American Society of Mechanical Engineers. Survivors are his widow, the former Ruth G. Wheeler; three sons, David, Jonathan, and Peter, one daughter, Jennifer Rickard; three sisters, and five grandchildren.

1934 **William J. Murphy,** 65, of Watertown, Conn., died Oct. 9 after a long illness. He was a 1934 graduate of Middlebury. He headed the English Department at the Watertown High School for eight years until his retirement in 1972, and taught in the school system for 38 years. He was also a member of the Watertown Teachers Association. Survivors include his mother; his wife, Mrs. Ann (Dumont) Murphy; two daughters, Mrs. Stephen Whitman of Wyndmoor, Pa., and Mrs. Wallace Finke, Jr. of Watertown; and four grandchildren.

1935 Word has been received of the death of **Van Buren DeVries.** He had been Assistant Director of Publicity, National Lumber Manufacturers' Association in Washington.

1935 **Arnold R. Manchester, Jr.,** 62, died unexpectedly at his camp at Long Point. He graduated from Middlebury in 1935 and did graduate work at Columbia, receiving a Master's in 1938. He was a mathematics teacher at Mamaroneck Senior High School in New York for 32 years and was head of the math department at the time of his retirement in 1968. He was a member and past president of the Mamaroneck University Club, a charter member of National Honor Society of the Mamaroneck Senior High School. At the time of his retirement that society was named after him. He was also a member of the Mamaroneck Methodist Church where he had served as president of the trustees, treasurer and on the finance committee. He was vice president of the Long Point Corp. His only survivor is his wife, the former Audrey Lane.

1935 **Mrs. Lois (Studley) Hobbs,** 62, died October 12 at her home, after a long illness. She graduated from Middlebury receiving a BA and she was also a graduate of Clark University with an MA in history. She also graduated from Bridgewater, Mass. Teachers College. She had been a teacher in Puerto Rico high schools from 1937-1940; a translator in Attleboro, Mass. from 1940-1941; she taught at Milton, Vt. High from 1941-1946; Burlington Business College, and the Peoples Academy in Morrisville, Vt. She was also the author of several periodicals. Survivors are her husband, Roy, and her mother, Mrs. Studley, of Attleboro.

1938 Word has been received of the death of **Charles T. Brandt** on Dec. 25, 1972, after a long illness. He was a private in the Marine Corps. during WWII.

1950 **Walter A. Maurer,** 49, died June 24 in Houston, Texas. He graduated from Middlebury and the University of Vermont, where he was a member of the Little All-American League in basketball, as well as All-State in baseball. He played for the Austin Pioneers in the 1950s. Mr. Maurer also served in WWII in the United States Air Force. Before working with the Texas Employment Commission, he was with the City of Austin Recreation Department. Survivors are his widow, Mrs. Mary Fritts Maurer, two daughters, Linda Marie and Rebecca Sue, and two brothers, Edward and Joe.

1951 **George Vincent Usher, Jr.,** 45, of Elnora, N. Y., died September 10 at St. Peter's Hospital in Albany. He graduated from Middlebury in 1951, and served in the Marine Corps during the Korean War. Survivors include his wife, the former Joyce Ward; two daughters, four sons, his mother, and his sister, Mrs. Wilton Wolinsky of New Jersey.

1955 Word has been received of the death of **Marjorie Darling Taylor** (Mrs. Benjamin) on August 8. She was a 1955 graduate of Middlebury, receiving a BA; and attended Harvard receiving an MA. She taught at the Mill Plains Junior High School in Fairfield, Conn., and also junior high English at the Manor Plains School in Elwood. Survivors include her husband, Benjamin; two sons, Peter and David; one sister, Elizabeth D. Sherburne; three aunts, Mrs. Marian Statesir Smith, Mrs. Randall Freer, and Mrs. Loretta Kenney; and two uncles, Seymour Darling and Raymond Darling.

1958 **Paul R. Donahue,** 43, of Methuen, Mass., died at Bon Secours Hospital after a short illness. He was a 1958 graduate of Middlebury, and a veteran of the Korean War. He had been employed at Raytheon Co. in Andover as Production Control manager. He was a member of the Arlington Athletic Club of Lawrence, Mass. Survivors are his wife, Theresa (Levasseur) Donahue; his mother, Mary Donahue; two sons, Daniel P. and Paul R.; a brother, William; a sister, Nancy Cassely; several aunts and uncles, nieces and nephews.

1959 **Dr. Ronald Friedland,** 38, died at his home on July 27. The former professor of English at Fordham was also a novelist, and author of several children's books. He graduated from Middlebury and received a Master's and PhD from Columbia. Survivors are his wife, the former Patricia Ann Burnham; his parents, Mr. and Mrs. Walter A. Friedland; two brothers, Stewart and Jack Bronfeld, and a sister, Nina Ditmars.

1959 **Louise A. Gennert,** 37, of Shrewsbury, Mass., died August 2, at the Memorial Hospital where she had been a patient since July 11. She was a data coordinator and statistician for Mason Research Institute for 15 years. She graduated from Middlebury and received her BA from Clark University. She was a member of the First Congregational Church of Shrewsbury. Survivors are her parents, a daughter, Michelle; a sister, Mrs. Judith Peterson of Middlebury, Vt.; a niece and a nephew.

1963 Word has been received of the death of **John H. Warnk** of Stamford, Conn. He was a 1963 graduate of Middlebury.

1973 **Richard A. Munroe, Jr.,** 25, died Nov. 4 at his home in Wakefield, Mass. He attended Middlebury and was a member of Zeta Psi fraternity.

more than 20 years Mr. Harvey had been a telephone operator at the Hudson River State Hospital here, retiring in 1965. He was also a member of several granges in his area. Survivors include his widow, the former Mary E. Post ; a brother, Maurice G. Harvey ; two nieces and two nephews.

1922 Word has been received of the death of **Charles Curtis Baldwin,** on October 19, following a long illness. He was a 1922 graduate of Middlebury. After graduation he was a clerk at the International Trust Co. of Boston until 1923. From 1923-1924 he worked for the Rutland Railroad, and the Vermont Marble Company in 1924. He was also a salesman at the Babbitt Motor Company in Rutland. He was a member of the college track team, and the Otter Creek Lodge 70, F&AM, where he was treasurer for many years. He is survived by several cousins. He was also a member of the Chi-Psi Fraternity.

1923 **Cyril E. Shelvey,** 76, died at Palm Beach, Florida on July 7. Before entering Middlebury, he joined the Army and entered WWI from 1918-19. He was a Lieutenant in the Infantry Reserve from 1926-28. He graduated from Middlebury in 1923. While a student, he was president of his class and President of Student Government. He was also captain of the Track and Ski Teams. After graduation from college he travelled around the world for three years. He taught for two years at the Episcopal Brent School in Baguio, The Philippine Islands. In 1938 he became President of Shelvey & Co., Boston, Mass. He was a Major in the Ordinance Dept. of Military Intelligence during WWII. He served as Vice Consul of Argentina in New England for six years. A man who loved Nantucket Island, he maintained a summer house since 1937. He belonged to the Nantucket Yacht Club, the Pacific Club, and the Municipal Bond Club. He is survived by his wife, a daughter ; Mrs. Sandra S. Sheffield, and two grandchildren.

1924 **Harold Krichbaum,** 73, of Fairport, New York, formerly of Middlebury, died August 17 at Fairport. He attended Middlebury from 1921-22, and Northwestern University. He started working at Carnegie Illinois Steel Corp., in 1925 and became Accounting Supervisor in 1940. He was also a parttime farmer. He is survived by his wife, the former Rena C. Dumas, and two brothers, David and George.

1925 **Donald B. Doe, Sr.,** 73, died at a Concord, Mass. hospital on September 9. He graduated from Tufts in 1922, Boston University Law School in 1925, and attended Middlebury. He was admitted to the Bar in Mass. in 1928 and was an attorney with Island Equipment Corp., Conveyors. He retired in Tenant's Harbor, Maine in 1960 after moving from Saco, where he had been a carpenter and substitute teacher. He was a 50-year member of Arundel Lodge, AF and AM of Kennebunkport. Survivors are his wife ; three sons, Donald B. Jr., Benjamin G. Hall and Daniel W. Hall ; three daughters, Elizabeth Doe, Mrs. Nancy C. Mitchell and Mrs. Hanna Vastbinder ; a brother, Kenneth, 13 grandchildren and several nieces and nephews.

1925 **John H. Rogalski,** 73, of New Britain, Conn., died October 18 at a New Britain convalescent home. A 1925 graduate of Middlebury, he attended Yale School of Law from 1926-27. He worked at Goss & DeLeeuw Machine Company at the Kensington section of Berlin, Conn. until his retirement 12 years ago. Survivors are two sisters, Mrs. John Kornes and Bertha Rogalski.

1926 **George B. Dodd,** 72, of West Orange, New Jersey, died August 20. He was a 1926 graduate of Middlebury, and the Harvard Graduate School of Business in 1928, whereupon he started working at the Hooton Chocolate Co. in Newark. Until his retirement in 1963, he had been for 18 years the president and treasurer. He was a member of the Rock Spring Club, West Orange ; the Downtown Club, Newark ; and the Harvard Club, New York City. He was married to the former Margaret Brooks, who survives him. Other survivors are his son, Brooks George and a daughter, Margaret Dodd Jones and seven grandchildren.

1926 **Eugene Victor Montandon,** 70, of Swansea, Rhode Island, died on October 12, at his home. He had been sales manager for accounting machines for the Fall River office of the National Cash Register Co., from 1934 until his retirement in 1969. He graduated from Middlebury in 1926. He worked with the National City Bank in Calcutta, India ; Singapore ; and Straits Settlements from 1927-1934. He was an Army veteran of WWII and a captain in the Air Corps from 1942-1945. He was a member of the First Christian Congregational Church, Irem Temple AAONMS of Wilkes-Barre, Pa., and Lodge 61 F & AM of Pennsylvania, and was active in the United Way campaigns in Fall River for many years. Survivors are his wife ; a daughter, Miss Elizabeth M. Montandon ; a son, Henri ; a sister, Mrs. Erma Rudderow ; and two grandchildren.

1928 **Helen Ethel Bradley DeNoyon,** (Mrs. Edward), 69, died July 26 after a long illness. She was a graduate of Middlebury in 1928. Mrs. DeNoyon taught in the high schools in Bath, N. Y. and at the Foote School in New Haven. She resigned from that post to become assistant manager of Rockview Brookside Project of the New Haven Housing Authority, before becoming manager. She was also dietician at the Hartford YWCA Camp from 1928-29 ; Social Director, University Hospital School of Nursing in Ann Arbor, Michigan, 1930-32 ; Program Director of the YWCA, New Haven, Conn. from 1943-46. She retired in 1969. She was active in the United Church of Westville where she served as deaconess, co-chairwoman of the Woman's Society and chairwoman of parish-pastor relations committee ; at Avery Heights, she was a member of the Bicentennial Executive Committee, and a long-time member of the American Association of University Women and the Conn. League of Women Voters. Survivors are her husband ; a son, Edward ; a daughter, Mrs. George Saadeh ; two sisters, Mrs. Alan Lusk and Mrs. Robert English ; a brother, Victor Bradley, and two grandchildren. Mrs. DeNoyon was a member of Phi Beta Kappa and Kappa Kappa Gamma. Her husband, who graduated from Middlebury in 1929, was very active in sports and in his senior year, was President of Student Government.

1928 **Theodore Roosevelt Stearns,** 68, of 41 Thibault Parkway, Burlington, died unexpectedly July 28 at the Medical Center Hospital of Vermont. After graduating from Middlebury in 1928, he did graduate work at Burlington Business College graduating in 1935. Until his retirement in 1972 he was a clerk at the Burlington Post Office. He was a veteran of WWII, serving in the Army Intelligence Service. Survivors are his wife, the former Dorothy M. Ballard ; three daughters, Deborah, Bonnie, and Cynthia ; four sisters, Mrs. Charles Jackson, Mrs. Wendell Scott, Mrs. Lucy Jenkins, and Mrs. Ruth Young ; several nieces and nephews.

1928 **Viola Sturtevant Curtis** (Mrs. Albert), 68, died July 8 at Vero Beach, Florida. She was a student at Simmons College Secretarial School from 1928-29. She received a BA from Middlebury in 1928 and a BS from Simmons in 1933. Mrs. Curtis worked for Ward, Osgood & Park until 1933 and then had been employed by Eaton & Howard Co. until 1961. Survivors are her husband, Albert E. Curtis ; two sisters, Mrs. Margaret P. Teschner, and Ann J. Sturtevant.

1928 **Rev. Gerald Fletcher Miller,** 73, of Barre, Vermont, died July 21 after a short illness. He was a 1925 graduate of Bangor Theological Seminary, Bangor, Maine. He graduated from Middlebury in 1927. In 1932 he married the former Doris Leach. He was a Congregational minister, first serving in Enosburg Center, then in other parts of Vermont, New Hampshire, and Maine, until his retirement in 1970. He was a chaplain in the Army in the European Theater during WWII. He had been a member of the Barre Congregational Church, a past member of the Masonic Lodge in Hinsdale, N. H. and the Grange in Milton, N. H. He was also a member of the American Legion Post in Milton, N. H. Survivors are his wife, four sons ; Kenneth, Dr. Bruce Miller, Anthony, and Paul ; a daughter, Mrs. Robert McLaughlin ; a sister, Mrs. Gladys Craven, seven grandsons, two granddaughters, several nieces and nephews.

1928 **Grant Garnsey Lavery,** 68, died Nov. 7 at the Berkeley Hall Nursing Home in Summit, N. J. He graduated from Middlebury in 1928 with a BS in mathematics and an MS in mathematics and physics from Maine University in 1930. He was a member of the Bell Laboratories technical staff from 1930 until his retirement more than 40 years later. He was a member of the Telephone Pioneers and a member of the Franklin Lodge, Aurora Grata Consistory and Kismit Shrine of Free and Accepted Masons. For more than 25 years Mr. Lavery was active and contributed to the Red Cross, Boy Scouts and YMCA, receiving awards both from the Boy Scouts and the YMCA. He was a charter member of the First Aid Squad in 1962 and during his 10 years of volunteer work he was a trustee or officer of the Rescue Squad. Survivors include his wife, Beatrice ; a son, Norman ; two daughters, Alvina Heine and Granthia Preston ; a brother, Lewis, and nine grandchildren.

1929 Word has been received of the death of **Catherine Emma Hodges** on May 2, 1975. Upon graduation from Middlebury in 1939, she studied at the Katherine Gibbs School in N. Y. C. She did graduate work at Columbia Teachers College from 1935-39. She was a secretary in the 1st National Old Colony Corp. in N. Y. C. in 1930 ; she worked at the Foreign Policy Association in N. Y. from 1931-33 ; the City Bank Farmers Trust Co. 1941-42 ; James Talcott Inc., 1942-43 ; and the Presbyterian Hospital 1943-46. She married C. Warren Stolle in 1938. Survivors are her brother Sam Hodges, and his wife, and their son, Philip.

1930 **Edith A. Bascom McMeekin** (Mrs. D. W.), 65, died June 26 in Middlebury. She attended Middlebury from 1926-29, and in 1971 she received a BA from Castleton. Mrs. McMeekin, the widow

Connecticut Mutual Life Career School and Supervisors School; CML Education Courses Parts I, II, III; CML Graduate School; Studies for CLU. At Connecticut Mutual Life, currently Assistant General Agent—Manpower Development and agent, career with CML from 1968 to present. Hartford Life underwriters; National Life Underwriters' "20 Club"; immediate past president; Million Dollar Round Table, qualifying member; Connecticut Mutual Leaders Round Table, qualifying member; past member Master's Club, Connecticut Mutual Life. Community Service: president, West Hartford Boys' Baseball League; Co-chairman, Ducks Unlimited, Hartford Chapter; past president local PTA, past United Fund aide; Co-chairman, Middlebury Alumni Athletic Support Program, Hartford Chapter; Hartford Chapter Chairman, Middlebury Alumni Admissions; Team Captain, 175th Anniversary Fund.

Representing Middlebury

Alumni of Middlebury College represented the President of the College at the following inaugurations: Nathalie Lewis Brink (Mrs. Cornelius) '31, inauguration of Margaret Waggoner as President of Wilson College at Chambersburg; Joanne Selleck Woolsey (Mrs. Robert) '48, inauguration of Bill J. Lillard as President of Central State University at Edmond; J. H. Dow Davis '66, inauguration of Kenneth Gilmore Ryder as President of Northeastern University at Boston; Hyatt H. Waggoner '35, inauguration of Harold L. Fickett, Jr. as President of Barrington College at Barrington; and John W. M. Clark '53, inauguration of Lee Hall as President of the Rhode Island School of Design at Providence.

Other Club News

Alumni Awards

This is our first opportunity to report the honors awarded at the annual luncheon of the Alumni Association on Commencement weekend. Alumni Meritorious Service Plaques were presented to Dr. Armstrong, the retiring president; to Barbara-Ann Carrick Brooker '40; and to Adrian Leiby '25. The President was cited, as an honorary alumnus, for his 12 years of exceptional service to the growth and well-being of the College. Bobbie Brooker '40, wife of Walter Brooker '37 who is vice president for Development, was honored for 19 years of outstanding service "as a diplomat and hostess" for the College. Adrian Leiby '25, attorney, historian, and corporate director, was honored at his 50th reunion for his "concern, interest, and support" for alma mater and for his "wise counsel as trustee" from 1965 to 1970.

Off the DC Wire

The Middlebury Alumni Club of Washington held a luncheon at Evans Farm Inn in McLean, Virginia, on November 19 with 16 people attending. Although our club is co-educational, the luncheon was restricted to women because the theme was set by the annual fall distribution of booklets from the Association of Alumnae Clubs of Washington (AACW), which devotes its major energies to the raising of funds for women's scholarships. A painless method of fund raising has been established by the AACW: certain shops in the Washington area contribute up to 10% of total purchases to the scholarship funds of the individual colleges. All the member has to do is ask the shop to register her purchase in the shop's AACW notebook, and an AACW representative later collects the information and money, and issues checks as often as twice a year to the college clubs. This fall, the Washington Middlebury club contributed $32.20 to the fund. In past years, Redskins football games have been the source of some funds also.

Bobbie Weeks of the Alumni Relations Office spoke about the installation of the new president and other subjects, and there were many questions, particularly concerning the current campus atmosphere and activities, and admissions procedures and policies. The Washington chapter has always had lively meetings and at this one, the members indicated their interest in alumni participation in the recruitment of new students, and in the placement program being initiated by the College. Among the guests at the November luncheon were a local high school senior and her mother, Clare Starrs and Mrs. Starrs.

Shirley Whitney Juneo '58 graciously agreed to serve as secretary-treasurer for the year, and Connie Sherman Patrick '53 reported her warm reaction to the new president of the College.

In the spring we plan to have another luncheon meeting, probably in Washington, itself.

—Irene Ulmer Boublik '49

The Philadelphia Story

Hurricane Eloise closed the New England airports on September 26th, but Gordie Perine had planned to visit us Philadelphians and visit he did, driving down through the storm and arriving at the home of Ann and Chuck Fay where he was greeted by almost 60 alums and spouses. A wonderful evening of fun, fellowship and food was enjoyed by everyone.

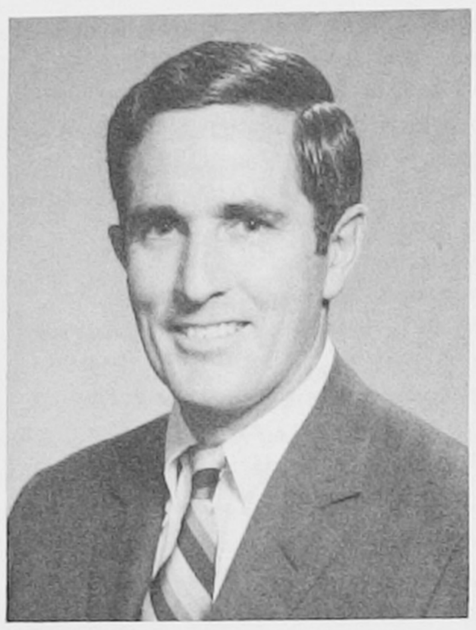
Highlights for the Philadelphia Club's year are the annual Blueberry Picnic held at the home of Mr. and Mrs. William Huffaker (Caryl Entwistle '52); a picnic for the incoming freshmen and the upperclassmen from the area hosted by Mr. and Mrs. Kenneth Moore (Martha Johnson '57); the above-mentioned dinner party at the Fays (Ann Heath '54); a panel discussion on "Careers for Women" with Sally Iliff Figgatt '51, Elaine Hume Sanders '58, and Sally Green Risberg '54 participating; and a spring tour of the Willet Stained Glass Studios.

For the seventh year in a row, the Club has engaged the Nicole Marionettes of New York to give three performances for the Middlebury Scholarship Fund Project. Last spring, after seeing hundreds of children thoroughly entranced by the splendor of "Beauty and the Beast", the Club was able to give the College a check for $1000 for the Scholarship Fund. This year the Marionettes will offer a double billing of "Peter and the Wolf" and "The Sorcerer's Apprentice" on February 28th in Media.

Officers for the present year are: President, Barbara Lukens Calkins '51; Vice-president, Barbara Freeman Irving '59; Secretary, Irmgard Nierhaus Stebbins '48; Treasurer, Nancy Thomsen Rand '52; and Publicity Chairman, Sally Green Risberg '54.

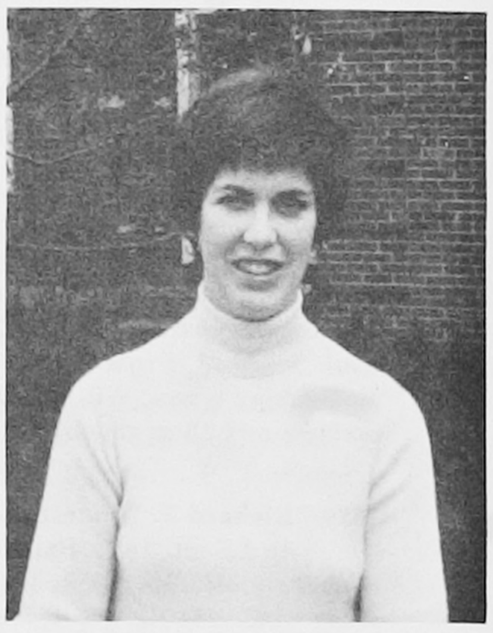
Alumni Association '76-'78 Officers Nominated

The Nominating Committee of the Alumni Association presents the following slate of officers to be elected at the spring meeting of the Alumni Council, May 29, 1976. Additional nominations may be made by petition, which must be signed by any 25 members and filed with the secretary of the association by April 1st. Such petition must be accompanied by the written permission of the candidate.

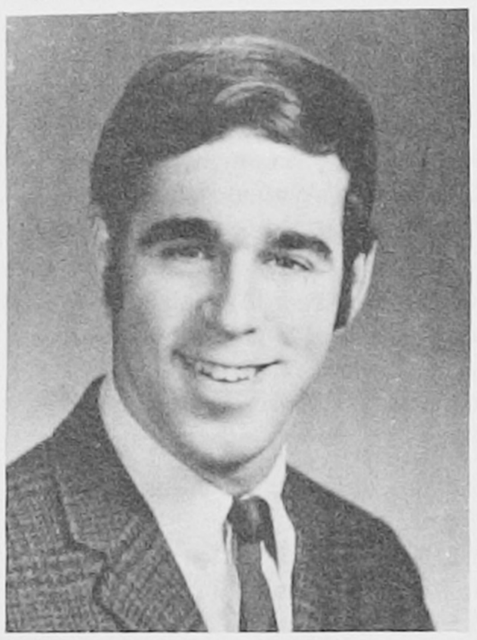


Norman Armour '53

Patricia Judah Palmer '57



Susan Handy Purdick '63



Jon Groetzinger, Jr. '71

Rachel Adkins Platt '49

Peter Steinle '62

For President—**Norman E. Armour '53**, 138 Great Pond Road, Simsbury, Conn. 06070. AB 1953. Travelers Insurance Company 1953-57, LLB, University of Connecticut 1957; Trust department, Connecticut Bank and Trust Co. 1957, assistant secretary 1962, trust officer 1966, vice president 1969, senior vice president 1971. Member, Connecticut Bar Association; director of Hartford Neighborhood Centers and the Hartford Dispensary; president of Connecticut-Rhode Island District of Alumni Association 1969; director, Alumni Association 1972-74; vice president, Alumni Association 1974-76; regional major gifts chairman, Southern New England, and committeeman in Hartford area, for general campaign of the 175th Anniversary Fund. Married to Joan Allen '51; they have five children.

For Vice President—**Patricia Judah Palmer '57**, 96 Fairbanks Avenue, Wellesley Hills, Mass. 02181. AB 1957. Musical therapist, Essex County Overbrook Hospital, Cedar Grove, New Jersey 1957-59; supervisor and teacher, Brookline Music School, Brookline, Massachusetts 1959-62; assistant registrar and piano teacher 1962-66; past president and vice president, Boston Alumnae Association; director, Alumni Association, 1974-76. Community service: past president, League of Women Voters of Wellesley; current trustee of the Wellesley Scholarship Foundation. Married to Charles C. Palmer '57; they have two children, Susan, 9, and Sandy, 6.

For Director—**Susan Handy Burdick '63**, 170 Centre Street, Milton, Mass. 02186. BA 1963. Taught elementary and secondary mathematics at Milton Academy; volunteer work at Exeter Public Elementary School. Member of Alumni Council Awards Committee; member of Nominating Committee; Area Chairman of 175th Anniversary Fund. Served on Alumni Council from 1968 to 1975. Class secretary from 1968 to 1973. Married to Charles Burdick '63. Children: Sara, 10, and Tim, 8.

For Director—**Jon Groetzinger, Jr. '71**, 550 Arah Street, Manchester, N. H. 03104. AB, Magna Cum Laude, 1971. Cornell Law School, candidate for JD degree in June 1974 (specialization: International Affairs). Law intern, John S. Hall, Esq., 166 Main St., Warrensburg, N. Y., June 1972-August, 1972; head resident, Cornell Dean of Students Office, Ithaca, August 1972 to June 1973; trade assistant, US Dept. of Commerce, Bureau of International Commerce, Foreign Business Practices Division, Washington, D. C., June 1973 to August 1973; associate, McLane, Graf, Green, Raulerson & Middleton, September 1974 to present. Member of Manchester and New Hampshire Bar Associations; admitted to practice before all New Hampshire courts and Federal District Court for New Hampshire, argued orally before New Hampshire Supreme Court. Alumni trustee, Middlebury College 1973-75.

For Director—**Rachel Adkins Platt '49**, 25 Brookwood Road, Pittsford, N. Y. 14534. BA 1949. Graduate studies: Psychology of the Exceptional Child, Nazareth College, Pittsford, N. Y. Community Service: tutor, mentally retarded adults—Alsigl Center, Rochester, N. Y.; president, Pittsford-Mendon High School PTSA; Member of Health Education Program Review Committee, Pittsford Central Schools; co-chairman, Pittsford UNICEF Xmas Card Committee; assistant treasurer, Women's Auxiliary Medical Society, County of Monroe; Board of Directors, Tobey Estates Association, Pittsford, N. Y.; Troop Committee, Girl Scouts of Genesee Valley. Member, Alumni Admissions Committee of Middlebury College Alumni Association. Married to George A. Platt.

For Director—**Peter Steinle '62**, 21 Rockwell Place, W. Hartford, Conn. 06107. BA 1962. Graduate studies: US Army Infantry School; US Army Intelligence School; US Army Quartermaster School;

CLASS NOTES

23

Philip M. Whitney celebrated the 75th anniversary of the Whitney Insurance Agency with his son, Edward, who joined the firm in 1960. Phil joined the agency in 1923 and became the owner when his father retired in 1942.

24

To honor **Cecil Simmons** upon his retirement from chairmanship of the board of the Serial Federal Savings and Loan Association, in Manhattan, his fellow officers gave a thousand dollars to Middlebury to establish The Cecil C. Simmons '24 Fund in the permanent endowment of the College.

25

Merrick Chapin and **Dorothy Saltmarsh Hillman** are the new class secretaries and a letter from Merrick tells us that he is becoming a world traveler—to Switzerland, Austria, and Germany, with a winter stay in Cocoa Beach, Florida.

28

On August 17, 1975, our classmate **Roger Cleveland** celebrated the 35th anniversary of something very dear to him: the creation of the Chapel of St. John of the Mountains in Ellsworth, New Hampshire. In 1939 Rev. Cleveland purchased what was then an abandoned structure, restored it, rededicated it as a house of worship, and became its minister.

In May 1975 **John P. Hoyt** retired from Indiana University of Pennsylvania with the rank of Professor Emeritus of Mathematics. And that's his second time into retirement! In 1967 he retired from the U. S. Naval Academy where he had taught mathematics for 26 years. John must hold some sort of class record for the number of years he has taught: "My elapsed time of teaching since graduation has been 47 years but my extra courses make it equivalent to at least 55 years."

31

We have a few classmates who have made the move into retirement:

Helen Hoadley Brown (690 New England Rd., Guilford, Ct. 06437) retired after fifteen years of service as secretary and library assistant at the James Blackstone Memorial Library in Branford, Conn.; **Elizabeth Currier Buck** (47 Holden St., Worcester, Mass. 01605) retired April 30, 1974 as library assistant at Worcester Polytechnical Institute; **Mary F. Bump** (7 June Drive, Glens Falls, N. Y. 12801) retired in June 1972 as a registered X-ray technician; **Marian Tolles Chase** (Locust Lane, Henniker, N. H. 03242) retired from teaching U. S. History at Concord (N. H.) High School in June, 1972; **Marjorie E. Frye** (Leicester Gardens Apt. 4 1671 Main St. Leicester, Mass. 01524) retired in June 1972 as an English teacher and Head of the English Department, Leicester, Mass.; **Henrietta Olson Smith** (5715 West Main St., Mexico, N. Y. 13114) retired from teaching English in June, 1975.

Audria Gardner Cady (Box 54 Redding, Calif.) is a hospital and school nurse and **Elizabeth Abell Engle** (257 New Hackensack Rd. Poughkeepsie, N. Y. 12603) is a violin teacher and violinist for the Hudson Valley Philharmonic.

And a few more addresses: **Miriam Hasseltine Heaton** P.O. Box 184, Montpelier, Vt. 05602 with winter address Englewood, Florida; **Irene Tarbell Wheeler** 142 Cedar Hollow Rd., Paoli, Pa. 19301 with a part-time summer address 38 Parker St., Winchester, N. H. 03470.

33

Bill Weier has retired from Prudential Life Insurance Company and is now living at Falls River Drive, Ivorytown, Ct. 06442.

34

Moves to "the better life" for two classmates include: **Clare Walker Earl** is now living out in sunny California (701 N. Montgomery St., Ojai, Calif. 93023) after her retirement from Houghton Mifflin as editor of mathematics text books. **Thaisia deTransehe Skinker** is living in Florida (3310 Monte Vista St., Port St. Lucie, Florida 33452) where her husband is working for Martin County.

35

We have two classmates who deserve our congratulations! **Robert C. Mildram** was awarded one of the University of Tennessee Alumni Association's Alumni Distinguished Professorships. This is a special honor since there are only twenty of these awarded in the entire University of Tennessee system, which includes six campuses and more than 3,000 faculty members. (Somewhat larger than Middlebury!) And the name of our very own **Grace E. Bates,** professor of Mathematics at Mt. Holyoke, will appear in the forthcoming edition of the annual "Who's Who in American Women."

37

Sixty-one classmates were included in our class news letter last August. Classmates were asked to report on their frame of mind, and that ranges from "The frame is retirement; the mind is blank" to "I'm alive, well, still very active and considering the alternative, I'm very happy." One classmate is still dreaming of living on a houseboat someday—go to it, **Ed Vassar**!—and another classmate who is teaching chemistry reported that a former student of 10-15 years ago had the audacity to greet our teacher with "Are you **still** teaching?" Ignore it, **Beulah Shepard Towne.** See you all at our 40th Reunion when you can congratulate **Walt Brooker** in person for a job well done . . . the 175th Anniversary Fund has now reached 132.2% of its goal . . . $13,880,705! Thanks to all in our class who contributed to this spectacular accomplishment.

38

Edward C. Hallock has been appointed Chairman of the Board of Construction Specialties, Inc. of Cranford, N. J. Ed has been president of the firm since he founded it in 1938.

39

Robert W. Lord is editor and publishing consultant of the new quarterly magazine, the **International Foundation Employee Benefits Journal,** and the first issue appeared in November '75. The content of the new periodical deals exclusively with subjects of interest and importance to people in the labor management-employee-benefit trust fund field. Robert's address is 61 Jane Street, New York, N. Y. 10014.

40

It is with great pleasure that we report the marriage of **Jim Morrow** and his wife Kay on their 25th wedding anniversary. And that's not a typo! Jim and Kay celebrated their 25th wedding anniversary by re-affirming their marriage vows at Sacred Heart Cathedral in Fairbanks, Alaska.

41

Roger M. Griffith has been appointed editor at Garden Way Publishing of Charlotte, Vermont. He was most recently a staff writer on science and medical subjects with the University of Vermont. Before that, he was managing editor of the "Barre-Montpelier Times Argus."

Sara Martenis Townsend has been appointed to the N. H. State Council on Aging. She is serving her third term in the New Hampshire Legislature.

43

We have a nurse, a sculptor and a president in our news for this issue: **Bettie Helen Boyce Lee,** R.N., is on a two-year tour of duty in Indonesia with CARE-MEDICO. She will be based in Surakarta, Central Java. **Jane Botsford Armstrong** is a journalist turned sculptor. Since 1964 Jane has completed more than 300 sculptures, won five gold medals and many other honors in national juried shows and placed her works in more than 250 private, public, and corporate collections. Her sculptures include free forms and some human figures, but are mostly of animals, sea mammals, birds, and fish. The physical feeling of the completed piece is nearly as important to Jane as its physical appearance—so that signs inviting visitors to "please touch" are a hallmark of Armstrong exhibitions. And last but not least, **Harry Rossi,** now executive vice president of Union Central Life Insurance Co., will become president of the company in February.

44

Frederick Burgess Walker received the Silver Beaver award of the Boy Scouts of America, last May. He is currently the National Field Commissioner of the Boy Scouts.

47

Prof. **Henry Cady** is now chairman of the department of music at the University of Delaware. Hank was previously a professor of music education at Ohio State. He has done extensive research in the sociology of music education, and is the author of numerous published articles.

48

An AB from Middlebury was not enough for **Louise Planck Terry!** She has now received her DML degree (August, 1975), also from Middlebury. Her doctoral dissertation (on the theme of boredom in the novels of Marguerite Duras) was directed by Professor Claude L. Bourcier and completed with the aid of an American Association of University Women grant. **Miriam Wade Butts** is a writer and lecturer with special interest in American art and architecture. She is co-author of **Foreign Devils to Canton: America's China Trade 1783-1843** (Viking Press, 1974). Directed toward high school and adult audiences, the book tells of

Middlebury Starts Cluster Reunions

The Cluster Reunion Plan was adopted by the Alumni Council at the fall meeting, Homecoming Weekend. This plan calls for two cluster reunions of 3 classes each, annually, starting in 1977. See the ten-year chart at right.

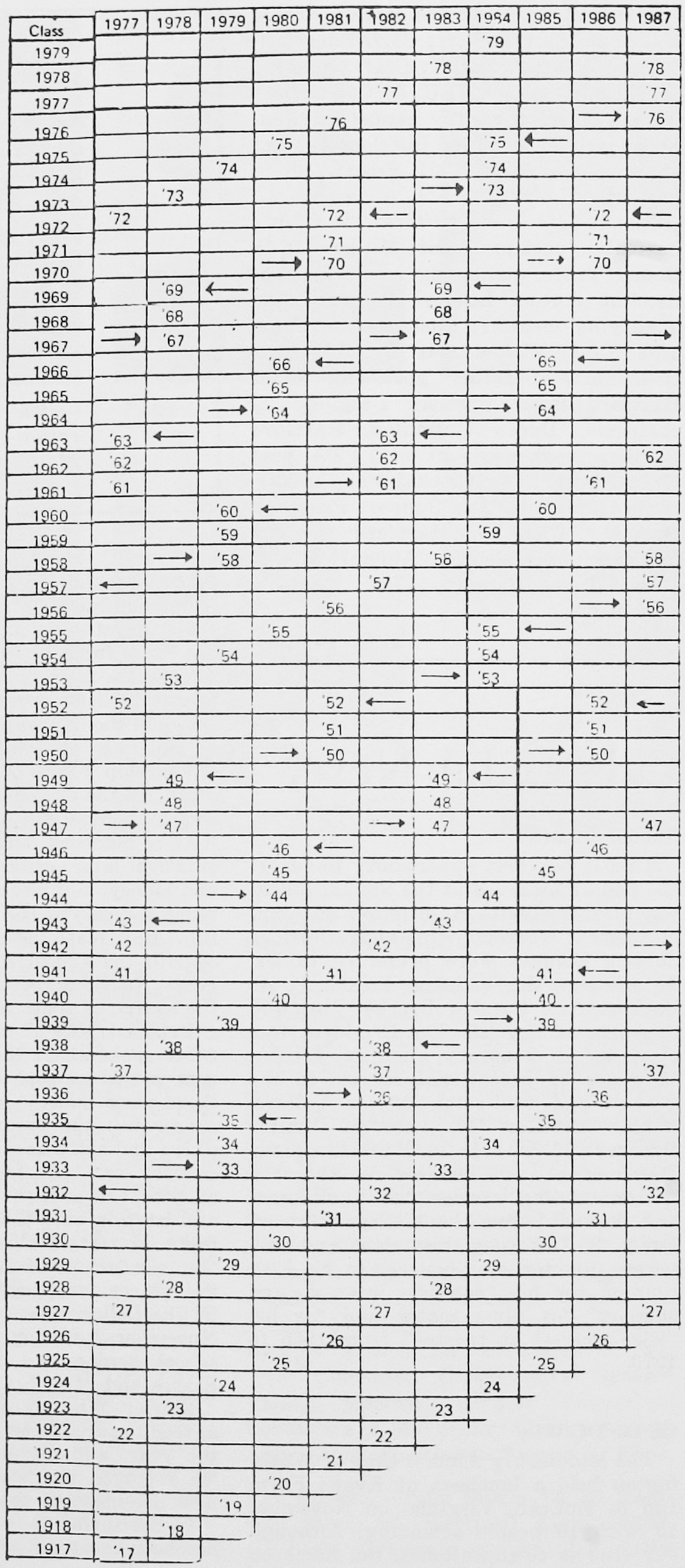
Reunions to be held this spring (May 28-30) are:

20th Reunion	1956 & 1957	45th Reunion	1932 & 1931
25th Reunion	1951	50th Reunion	1926
30th Reunion	1946	55th Reunion	1921
40th Reunion	1936	60th Reunion	1916

The 5th reunion class of 1971 and the 10th reunion class of 1966 will reune in the fall (October 1-3).

The classes of 1941 and 1961, which normally would reune in 1976, will reune in 1977. The classes of 1932 and 1957, which normally would reune in 1977, will reune in 1976, as seen above.

If there are any questions about the Cluster Reunion Plan or dates of reunions, please write the Alumni Office.

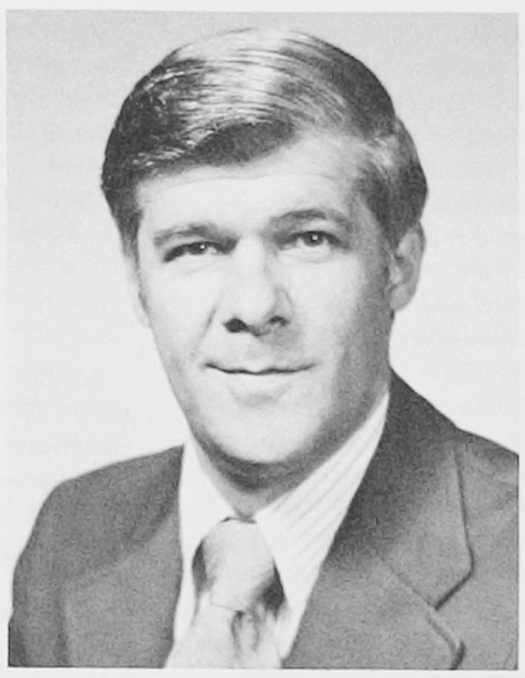


How to Read the Chart

Classes are listed in the left hand vertical column and calendar years are listed in the horizontal line across the top of the chart. Each class will find its numeral listed under the years in which it will hold reunions. An arrow pointing to the right indicates that the class reunion which would have been held under the former five-year plan has been delayed one year. An arrow pointing to the left indicates that the reunion has been advanced one year.

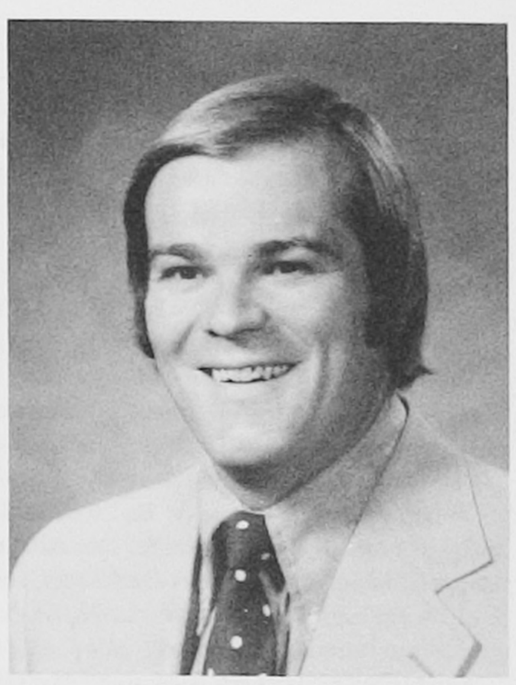
Copyright, Dartmouth, 1948

James Wagner '57



Lawrence Casselini '58

John Cross '58



Philip Hodges '59

57

James E. Wagner is now assistant vice president of operations at Boston Gas Company. He is responsible for the distribution and engineering departments whose personnel total 450.

Frankie Hall has taken on the Dartmouth Medical School by becoming Director of Admissions and Financial Aid. Her address: 8 Reservoir Road, Hanover, N. H. 03755.

Remember, we'll be reuning **this** Spring instead of next Spring under the new cluster reunion plan. See you all in Middlebury!

58

Your October '75 class letter brought you up-to-date on the whereabouts and doings of a good number of '58ers. In addition, we thought you'd like to know that some of our classmates have taken on new assignments for Middlebury: By now, you all are aware of the Alumni Admissions Support Program which was started a year ago. We have five '58ers who are working on the admissions committees: **Sue Daniell Phillips** in New Jersey, **Jane Gordon Pelton** and **Ted and Jan Cowles** in Hartford, and **Ken Kouri** in Montreal. Another '58er, **Shirley Whitney Juneo**, has taken on the job as secretary-treasurer of the newly formed co-ed alumni club in Washington, D. C. **Bruce Herlitz, Bonnie Mairs**, and **John Cross** are all working on the Alumni Placement Committee in New York so if you need a job and are heading for Manhattan, you know where to go! Keep up the good work!

And an additional tidbit on **John Cross**—John has been named as a vice president of Benton and Bowles. In addition to his book **Kitchen Crafts**, he has another one **Encyclopedia of Crafts** which was published last Fall. John is also an accomplished sculptor and has had a number of one-man sculpture shows.

Peter T. Coe has been appointed president of Berkey Colortran, Inc., Burbank, California. Peter joined Berkey Photo five years ago and will continue to serve also as group vice president, technical products.

Lawrence M. Casellini has been appointed assistant secretary in the engineering division of the casualty-property department at the Travelers Insurance, Hartford. He joined the company in 1971 as senior engineer and a year later was named staff engineer. In 1974 he was appointed assistant superintendent.

59

"Same wife, same kids, same jobs, same house. . ." and so it goes. But not quite! We heard from 73 of our class of 369 for our Fall class letter (and we hope to hear from even more of you next time). To **Nancy Smaller LeFlach**: you tantalized us by saying you've "written one book and are about to embark on another." We'd love to know what the writer in our midst is writing about. And for any Middleburyites who happen to be in Japan, take note of Nancy's new address: Kami Uma 5-chome 15-16; Setagaya-ku Tokyo 154, Japan.

Avery Tillinghast, director of community relations and development at Day Kimball Hospital in Putnam, Ct., has been named to the Jewett City Savings Bank, Branch Advisory Board.

Robert L. McGrath has been promoted to full professor at Dartmouth. His field is medieval art. Congratulations, Bob.

Philip G. Hodges has been named national sales manager for the Agricultural Division of Rhodia, Inc., the U. S. subsidiary of Rhone—Paulinc S.A., the largest chemical company in France.

61

Margaret Megathlin is an editorial proofreader for **Woman's Day** magazine.

A change of address for **Lorraine Kittredge Rogers** from Hartford to 1 Converse Road, Bolton, Conn. 06040.

Arthur M. Cottrell has been named a trust officer of the Industrial Bank of Rhode Island. He comes to Rhode Island from Hartford, where he was a trust administrator with the Hartford National Bank and Trust Company. His new address: Link Lane, West Kingston 02892.

Paul Raden is now living in Olympic Valley, California. Our musician-artist-poet is a developer in the Rural Development Project in the Truckee River Canyon between Squaw Valley and Lake Tahoe. His address: PO Box 2600, Olympic Valley 95730.

62

We've picked up another change of address since our last letter: **John Hornbostel** has moved from Forest Hills to 49 Red Rose Circle, Darien, Ct. 06820. **Susan Grimand** is a part-time research assistant in pharmacology at the Washington University School of Medicine. Her address is 2001 N. Geyer, St. Louis 63131.

Remember, all of your news is noteworthy to your classmates (and what fun to read after two years!) Beginning next Fall, our class letter will be published in every Spring issue of the News Letter. It will be up to your class secretary to make your letter lively and interesting so keep that in mind and help Steve out by sending him what only **you** might think is "non-news."

63

Four of our classmates have been given new appointments and we congratulate each of them! **G. Douglas Crandall** has been appointed chairman of the Biology department at Emmanuel College in Boston; **William D. Delahunt** was recently named Norfolk (Mass.) County District Attorney. **Douglas W. Brandrup**, a partner in the New York law firm of Griggs, Baldwin and Baldwin, has been elected a director of the Equity Oil Company, Salt Lake City. He was also appointed a member of the New Jersey Governor's Security Advisory Committee. His function will be to advise Governor Byrne concerning laws regulating the securities industry. **Sibylle Vock Brandrup** was elected a trustee for the New Jersey State Opera. Doug writes, "Alan Carter would chuckle about this as Sibylle barely passed her Opera Appreciation course. She would never get up in time to make the 8:00 o'clock class." (Alan Carter died in Cornwall last September.)

Peter A. Cady writes that he has opened his own law office in a new home on the Village Green in Pittsford, Vermont. Address for him, Kristina '66, and children Andrea 4½, and new arrival Ian, is Box 22, Village Green, Pittsford 05763.

64

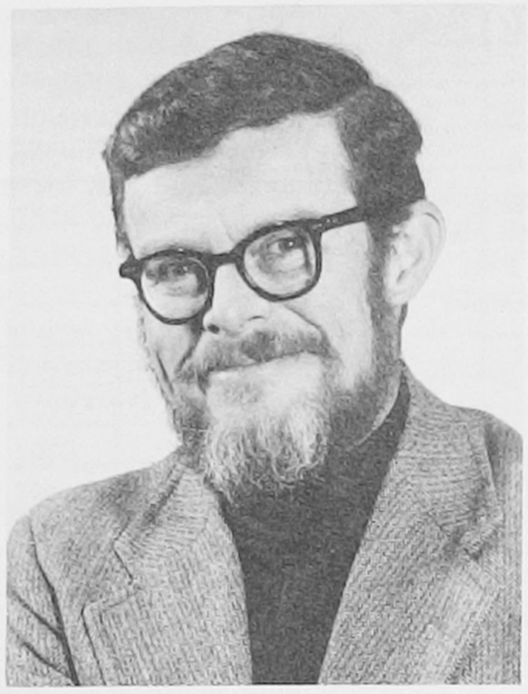
Sherman Eddy is now teaching in the Science department at the White Mountain School, St.. Mary's in Littleton, N. H. Sherman assists in teaching computer math while his wife, Mixie, acts as a developmental reading specialist. With their five-year-old son, Quinlan, the Eddys are dorm leaders for Burroughs House at St. Mary's.

Karin Swanson Dorsey, who previously taught Earth Sciences and Biology at the Kent Hills School, was appointed an Assistant in Instruction in Biology at Bates College last September.

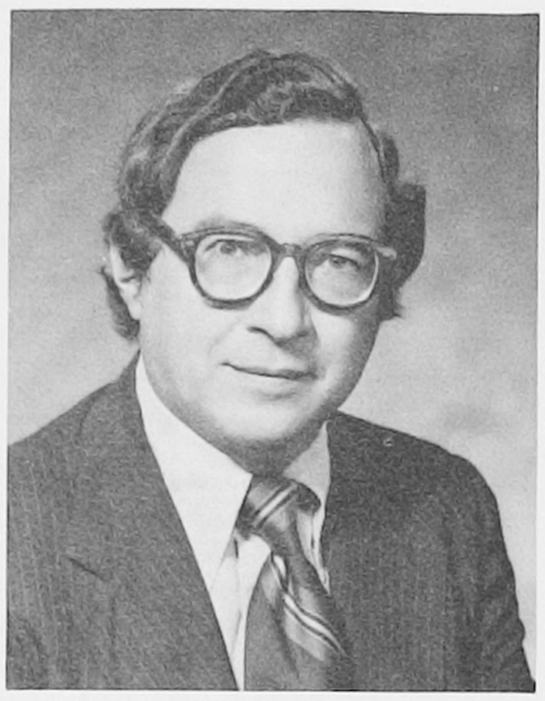
Michael E. Mone has been elected a First-Circuit governor of the Association of Trial Lawyers of America (the 1st Circuit is comprised of Massachusetts, Maine, New Hampshire, Rhode Island and

Edward Mulligan '49

Martin Gray '53



Robert Parker '53



Harding Williams '53

Atlantic-seaboard communities and merchant activities in the years following the American Revolution. Miriam writes, "This effort, which involved four years of research, resulted in the literal "papering" of the floor and living room walls with notes and relevant data on this fascinating era." The book is currently being translated into multi-media instructional materials. Miriam is also a lecturer on the collections of the Boston Museum of Fine Arts.

49

Two forty-niners must have been too modest to write so we could include their news in our August '75 class letter. So, belated congratulations go to **Edward "Pat" Mulligan** who is now President and Chief Executive Officer of Towle Manufacturing Company and subsidiaries, in Newburyport, Mass. Also congratulations to **Daniel T. Hedden** who has been elected to the Board of Directors of the Air Pollution Control Association. Daniel is Chief of Environmental Sciences, Regional and Environmental Planning Dept., Northeast Utilities Service Co. in Hartford, Conn.

You may have been one of those lucky ones who saw **Kyle Prescott** and wife Eleanor Barker '48 in Boston, Cleveland, Hartford, New York, or Washington this past Fall. He was traveling for Middlebury as a Director of the Alumni Association and Chairman of the newly created Alumni Admissions Support Program. Kyle somehow managed time away from Montreal and all of those home football games at Middlebury.

William H. Goldthwaite has been appointed manager of nuclear and flow systems research at Battelle's Columbus Laboratories. He joined Battelle in 1951 as principal physicist and has done research in naval reactors and aircraft nuclear propulsion.

50

Barbara Wood Brown, a teacher at Bacon Academy in Colchester, Conn., was awarded a Certificate of Advanced Study at Wesleyan University last June. She earned her CAS at Wesleyan's Graduate Summer School for Teachers.

51

This is our 25th reunion year, you-all, so start planning now to return to Middlebury May 28-30 weekend. And remember, we are planning a "perspectives on Middlebury" day for Friday, May 28th exclusively for our class! So try and return Thursday night, May 27th.

Jane Hyde Christopher is the newly appointed National Chairman of Annual Giving for Midd. And she writes: "Now that our 175th anniversary Fund has officially ended, our attention must turn to strengthening the Annual Giving efforts of the College." Let's make this a banner year for our 25th!

For the third year in a row, **James S. Beck** of the Boston group office of Mass. Mutual Life Insurance Co. has won his company's Regional Group Man of the Year award in recognition of outstanding sales and service achievements.

52

Lynn McMillen has resigned from her position as director of Advocacy Programs for United Cerebral Palsy Associations of New York; last April she became director of the Social Service Department at Bridgeport Hospital in Bridgeport, Conn. **Towar Wade** is now living in Japan at the Aoyama Compound House, 36-24 Jinguamae 3-Chome, Shibuya-ku, Tokyo 150.

53

A letter from **Shirley Baldwin Norton** tells us that husband Perry is now enjoying working at New England Life in Boston, underwriting medicine. He had to give up private medical practice when two back operations left him with too much residual pain. Shirley is administrative assistant and assistant teacher at the New England Craftsmanship Center, a small woodworking school. **Robert W. Parker,** associate professor of English, is now a tenured member of the faculty at Wittenberg. Bob teaches comedy, and Renaissance and 20th-century English literature at Wittenberg. He taught at Middlebury from 1960 to 1966 and at the University of Rochester for six years after that. The release says that "the advancement was in recognition of Dr. Parker's outstanding contributions to academic and student life at Wittenburg since his appointment to the faculty in 1972."

Harding deC. Williams has been named General Counsel of the National Savings and Loan League in Washington, D. C. Just prior to joining the league staff, Harding served as counsel in the law offices of H. Richard Crew in Arlington, Va. He has also been manager of the Washington, D. C. office of Del Monte; Washington representative, Industrial Relations for the NAM; and assistant director, department of governmental relations for the National Association of Realtors. (And an extra tidbit which is a far cry from Harding's days of singing in the choir at Middlebury—he was co-founder of the American Light Opera Company in Washington in 1960).

Martin M. Gray, formerly vice president of Hornblower & Weeks, Hemphill, Noyes, Inc. and Parni, Webber Jackson and Curtis, Inc., has now been appointed director of marketing for David J. Greene and Company, investment advisors, known for its expertise in investing in undervalued securities and "special situations."

55

Ellis B. Baker is the new head of the Fine Arts department at Williston-Northampton Academy. He was a member of the Williston Academy faculty from 1957-61 and then studied theatre in Washington, D. C. for three years. He returned to Williston in 1964, where he has been teaching English and theatre and has directed the Williston Theatre.

Robert H. Studley has been elected president of the Lynn, Mass. Chamber of Commerce. In his spare time, Bob is president of the Lynn Institution for Savings.

John G. Weiger has resigned as dean of the College of Arts and Sciences at UVM to devote himself fully to scholarship. As head of the largest college within UVM, John is credited with instituting several major curriculum revisions and restructuring the school's internal governmental structure to allow more participation by faculty and students. He recently completed a book on Spanish drama. He plans another book, on Cervantes, which he will work on during sabbatical leave next year. He expects to return to UVM in 1977 and continue his teaching and research.

56

As vice president of the New Britain National Bank, **Fred Walker** will head up the credit and loan administration. This means he will oversee all lending activities. Remember your classmates, Fred!

Charlie Miller is now Vicar of the Church of the Epiphany, Durham, and of St. James', in Higganum. His address: Box 323, Durham, Ct. 06422.

of Vermont. Average completion time for the ten tests is seven years, but Robert did it in three, completing all exams without failure, a feat accomplished by only 2% of those who take the tests.

Carole Brown is presently employed as assistant to the Cultural Attache at the French Consulate in Toronto. Her last summer was spent with the Experiment in International Living, leading a high school group to France. Carole's address is 162 Major Street, Toronto, Ontario, M5S2L2, Canada.

Gini Milkey is presently studying Slavic languages at the University of Zagreb in Yugoslavia. She can be contacted through the American Embassy in Zagreb.

Janet Merrill Boothby, who received her master's in Animal Science at the University of New Hampshire in 1975, is currently a doctoral candidate in the department of Physiology, Biochemistry, & Pharmacology in the College of Veterinary Medicine at Cornell.

Sally Colwell graduated from Dartmouth Medical School and has started her pediatric residency at the University of Minnesota hospitals. She lives at 309 6th St. S.E. Apt. 214, Minneapolis 55414.

Karen Anderson is now a deputy representative in Moscow for the Chase Manahttan Bank. Karen began work in Chase's global department in 1972. In 1974 she was named an assistant treasurer. She was then assigned to the USSR and Eastern European Business Development division of the bank. Look what a Middlebury Russian major can do!

Kenneth Pabst is now a sales representative for Towle Mfg. Co., silversmiths. He is responsible for So. Georgia, So. Alabama, and No. Florida. He writes, "Quite a switch from Boston, but I love the job and I love the South."

73

Lots of news of our class! **Sue Meyer** reports that Jackson, Wyoming seems to be a congregating point for Midd alums. After a summer in Sun Valley, Idaho dancing, skating and running a day camp, Sue is back in Jackson. Some of her winter activities include teaching and performing with Dancer's Workshop, teaching skating as Director of Skating for both the Teton Village Ski Resort and the Snow King Ski Area, and working part-time as a veterinary's assistant. Her address is Box 2009, Jackson, Wyoming 83001.

Chuck Clark is a graduate student in Biomedical Engineering at the BIG GREEN. His address is Hinman Box 8000, Dartmouth College, Hanover, N. H.

Greg Greenwood is working on a three-man team of Peace Corps Volunteers, heading up an AID water-well-drilling project in Chad. He will be in Chad until September 1976. His work includes installation, administration, maintenance, and education. Gregs' address is: B.P. 260, N'Djamena, Tchad, Afrique.

Skip Atwater is working as a production manager for Light Impressions Corp. and is completing his MFA at the Visual Studies Workshop. Besides exhibiting and publishing his photographic work, Skip is designing a camera with Eastman Kodak and Coleman Systems. His address is 30 Rowley St., Rochester, N. Y. 14607.

Jim Anderson is unit manager for Outpatient Registration at the University of Rochester's Strong Memorial Hospital. Jim directs the office which registers and orients hospital outpatients, and serves as intermediary between patients and clinical areas, and between clinical areas and data processing services. His address is 48 Crittenden Way, Apt. 1, Rochester, N. Y. 14623.

Ed DeFabio is a 3rd-year student at the Georgetown University School of Dentistry. Besides coordinating the community dentistry program, Ed is the assistant coach of the Boy's Club Soccer League in Fairfax, Virginia. He's also been hiking, building model planes, and getting in some time at the track. He lives at 2610 Tunlaw Rd., N.W., Washington, D. C. 20007.

Tom Dimmig is a 3rd-year medical student at Duke. His address is: Box 2743, Duke University Medical Center, Durham, N. C. 27710.

Peter Lewis is teaching school in San Francisco. He and his wife live at 623 15th Avenue, Menlo Park, Ca.

Lance Collister is now sales manager for Real Log Homes. His address is PO Box 1520, Missoula, Montana 59801.

Robin Cruise is Assistant in the office of Alumnae Affairs, Simmons College, Boston, Mass. Her new home address is 40 Lee Street, #1-F, Cambridge 02139

Nancy Piepul is a French teacher at the Plymouth Corner High School in Plymouth, Mass.

John Sorenson is a graduate student at the University of Michigan in Landscape Architecture.

Mary-Elizabeth Farley is now working as a Financial Aid Officer for the College of New Rochelle. Her new address is 511 East 80th St., Apt. 3-D, New York 10021.

Kathy Wanson Eddy, a 3rd-year student at Yale Divinity School, is a summer pastor with husband Robert for the United Church of Christ and the No. Danville Baptist Church in Vermont. Kathy directed a children's choir in Danville last summer. She composed two songs for one of the choir concerts—one based on the story of Jonah and a thank-you song with words suggested by the children.

Laurie J. Lash is in Australia! She is a student of veterinary medicine at the University of Queensland, Brisbane. Her address: 73 Bunyaville, 4053 Queenslands, Australia.

Sage Russell and **Gail Littlefield** are sharing a house in West Hartford—159 Hollywood Avenue, to be exact. Sage is an underwriter in the Group Division at Aetna Life and Casualty and is also taking night courses towards her MBA at the Hartford Branch of the University of Connecticut.

74

Richard Epstein is living at "Alexanders by the Sea Craftsmans Guild," Ocean City, Washington 98569. That's an unusual address with a different vocation: he's the community's furniture designer-builder!

Steve Eppler writes that last June he received an MS in Zoology at Rutgers. He is now working as a research laboratory technician at the Mount Sinai School of Medicine, Center for Experimental Cell Biology. The group with which he is involved is investigating enzymatic changes during differentiation of virus-transformed, cancerous, mouse red-blood cells. Steve's address: 410 Central Park West, Apt. 1F, New York 10025.

Mary Lee is now at Harvard Divinity School. She is also working in the Placement Office of the Harvard Law School. Her address: 53 Curtis St., Apt. 3, Quincy, Mass. 02169.

Another med student! **Laddie Ross** is now attending Case Western Reserve Medical School.

And here is quite a rundown from **Michael Tolkin**: "After a year of odd jobs, from psychological testing to selling footballs at Macy's during the Christmas rush (where they liked me so much I was offered a permanent spot), I finally convinced the editors of the **Village Voice** that yes, I could write. Since early June I have written three pieces for the **Voice**, ranging from my experience as a degenerate horse player to a profile of the top four male models in New York City. I've become a contributor to the Los Angeles Times entertainment supplement, and I've even been on a New York TV talk show as an expert on horse racing. None of these comes close to paying the rent, so I've taken on a job as a talent scout for the **National Lampoon.** Anyone who can figure out how I got **that** job didn't need to go to college. Freelance journalism has its advantages (under what other circumstances would Carol Lynley offer me marijuana?), but it still feels like I'm just playing, and every article is just another paper. If any old friends want to look me up, I'm moving soon, but my number should be listed. Otherwise, drop me a line c/o the Village Voice, 80 University Place, N. Y., N. Y. 10003."

Philip Verre is completing his 2nd year of an MA program in Art History at the Clark Art Institute. His new address is: 18 Spring St., Apt. 22, Williamstown, Mass. 01267.

Mary Jane Dickson is now Mary D. Cuneo, married July 14 at King's Chapel in Boston. She has been a Library Assistant in Technical Services at the Harvard Law School and is also attending Simmons College Graduate School of Library Sciences in the evenings.

Jack Rymsha is working for the Branden Press in Boston and is living at 41 Lancaster Rd., Needham 02192.

Susan A. Coburn is a third-grade teacher at the Mountain Street School in Bristol, Vt.

Paul J. Phillips is a teacher ("Language Experience Specialist") of the 7th grade at the Quincy Pt. Junior High.

Sarah Smart Phillips has completed her MLS at Simmons College and is now at BU Graduate School for a master's in Art History.

Anne Fuller Turbe is a senior at Queen's College majoring in African Studies and Political Science. (She married Michael Turbe on March 1, 1975.) Their address: 161-18 Normal Rd., Jamaica, N. Y. 11732.

Sheila Bamford is now working as an editorial assistant at the American Society for Testing and Materials in Philadelphia. She's living at 2219 Wallace St., Philadelphia 19130.

75

We've traveled far and wide in a few short months since graduation!

Rick Hodes says he spent last summer washing elephants at the San Diego Zoo. And he must have brought his ladder along with him to his new pursuit—student at the "Tierra del Fuego Fire Fighting Academy at Grosse Pt., Michigan." (OK, Rick, knock it off!)

Robert Hillier writes that he is teaching English to Japanese students in a technical high school in Fukushima, Japan. The school is run by the United Church of Christ and has 800 students. He is living in a town outside Fukushima with 10,000 people and he is the only foreigner! Good luck! You might want to write Robert so he can brush up on his English: 3 Rokkaku, Date-machi, Date-gun, Fukushima-Ken 960-04 Japan.

Meredith Montgomery is on the staff of the Pomfret School language department. She will also coach tennis and squash.

Karen Sides is a research assistant to an endrocrinologist in the Laboratory of Pharmacology at Harvard Medical School. She lives at 36 Irving Street, Watertown, Mass. 02172.

Tom O'Connor has been coaching freshman football at Brown University. Quite a year for Brown's football team, Tom!

In case you hadn't heard, **Laura Ellis** was named a winner in the Glamour Magazine Top Ten Col-

Puerto Rico). Michael is a member of the Massachusetts Bar Assn. and the Boston Bar Assn. as well as ATLA, the nation's largest bar organization, headquartered in Cambridge.

65

Helen Chadwick has received her PhD in Art History from Penn State.

Joe McLaughlin is now director of the Legislative Information office for the Pennsylvania House of Representatives. His home address: 2000 Pinesford Drive, Middletown, Pa. 17057.

Sally Doubleday is now Sally Endri! She was married to John G. Endri in St. Albans, Vermont on July 19, 1975. Sally is Dean of Girls at the Peddie School in Hightstown, N. J. A new job and marriage in one year!

John Halley is with Monsieur Henri Wines, Ltd. as marketing manager for Spanish wines which includes Yago Sant Gria; the German-import Weber wines and the Schmitt wines of Nierstein; and the Cartier and Piat lines of French wine.

Francis W. Love received his MEd at University of Vermont in May, 1975.

66

Randel F. Washburn has a new job and a new address: He is Assistant Professor at Washington State, in Forestry and Range Management. He's also writing his dissertation. His address: N. East 1150 Lake St., Pullman, Washington 99136.

Steven F. Perry has his PhD and has accepted a 2-year appointment as a research fellow at the University of Giessen where he will continue his studies of comparative and functional anatomy of lower-vertebrae lungs. That's quite a specialty, Steve.

Kristina Krall Cady and Peter '63 have a new son, Ian, and a new address: Box 22, Village Green, Pittsford, Vermont 05763 where Peter has set up his own law practice.

Erna R. C. Ferlanti is an education writer/researcher for the Education Policy Fellowship Program at Michigan State University. Her mailing address is 2900 Northwind Drive, Apt. 605, E. Lansing 48823.

68

It was good to hear from **Michael H. Dooley,** who has made it all the way out to Eugene, Oregon, where he is working for the Lane County Parks and Open Space. Mike received his BLA (Bachelor of Landscape Architecture) in June 1974 and is designing regional parks near Eugene. His address: 908 West 4th St., Eugene 97402.

A little closer to home in Massachusetts, **Jeremy L. Smith** has been elected a trust officer of the State Street Bank and Trust Co. of Boston; **David A. Emerson** has been appointed manager of marketing information for Norton Company's Abrasives Marketing Group in Worcester, Mass.; and **Ronald De Gregorio** will direct the Financial Service department of the Littlefield Insurance Agency, Maynard, Mass. Ron is also director of the U. S. Amateur Hockey Association—we remember you well on those skates, Digger!

From New Hampshire we've heard that **Bentley C. Gregg** has joined the professional staff of Normandeau Associates, Inc. where he serves as a research associate on various company projects requiring evaluations of thermal, physical, and chemical effects on lakes, rivers, and streams. Bentley is a member of the American Association for the Advancement of Science, the American Institute of Biological Sciences, the Society of Limnology and Oceanography, and the Midwest Benthological Society. His address: 13 Pheasant Run Road, Londonderry, N. H. 03053.

And from Georgia, **Robert W. Ryder** has been named clinical assistant professor of medicine (infectious diseases). What a class!

69

We are sorry some of this news may seem antiquated, but, remember, our Fall issue did not include news notes. By the time you read this, **Barbara Brennan Kruesi** may already have returned from what sounds like an intriguing assignment in Brazil as a consultant for Arthur D. Little, Inc. She has been with a team developing computer systems for the Federal University Hospital. And another traveler, **Karen Young,** has been a teacher at St. Hilda's School in Whithy, N. Yorkshire, England. She plans to go to Clare College at Cambridge next year. When Karen wrote, she was "rather enjoying life on the moors of an improbable place called Ugglebarnby-cum-Heights."

Philip H. Davis has received his MA in Liberal Studies at Wesleyan University. He is currently associated with Hotchkiss School, Lakeville, Conn. Another classmate in education is **Candy Wood,** who is a visiting assistant professor of English at the University of Oklahoma, teaching freshman and sophomore courses.

Richmond T. Edes has been appointed Town Counsel by the selectmen for the town of Harvard, Mass. He is associated with the law firm of Eaton, Edes & McNally, Inc. in Concord, Mass.

Andrew W. Streit is a med student at SUNY-at-Buffalo School of Medicine. He lives at 30 Custer St., Buffalo 14214.

70

Lillian A. Foster has been appointed an instructor in Religion at Springfield College, Mass. **Rena Gearhard Diana** is a substitute teacher in the Charlottesville, Va. public schools. She is also working as an assistant to the professor of Comparative Education in the University of Virginia Graduate School. Her address: 235 Colonnade Drive, #33, Charlottesville 22901.

Elizabeth Bucher Bralow has accepted a graduate fellowship in Biochemistry at Rice University in Houston. (She graduated with honors from Newberry College in May, 1975.) Husband Dennis is manager at Highlands Insurance Company in Friendswood. With sons, Kenny and Roger, the Bralows live at 16615 Blackhawk Blvd., Friendswood, Texas 77546.

Peter B. LaFortune is now with the John Hancock Mutual Life Insurance Company and lives at 15 Temple Street, Reading, Mass.

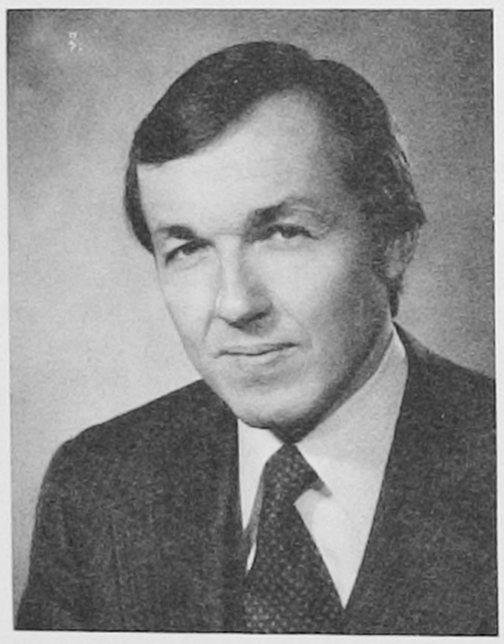
Mary Swanton is now a journalist: news editor for Chicago Tribune Area Publications. She lives at 1344 No. Dearborn Pkwy., Chicago 60610.

71

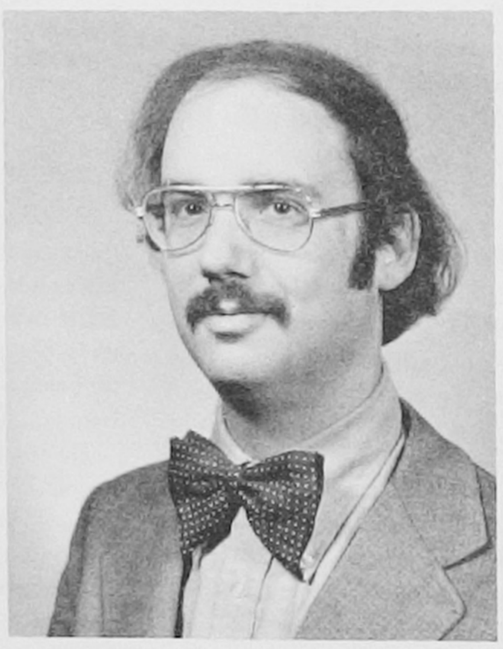
Nicole Kravecs Brooks has joined the staff of the Bridgeport (Conn.) Tutoring Center. Nicole teaches a course for college and high school students which includes development of vocabulary skills and reading comprehension. **Alison J. Bielli** is now assistant to the dean of admissions at Colby College. During 1971-72 Alison was the first woman admissions officer at Dartmouth. She holds a master of education degree as a specialist in counseling from UVM. **Helen Maxson,** who for the past three years has been teaching at Cushing Academy, is now teaching English at Northfield Mt. Hermon.

72

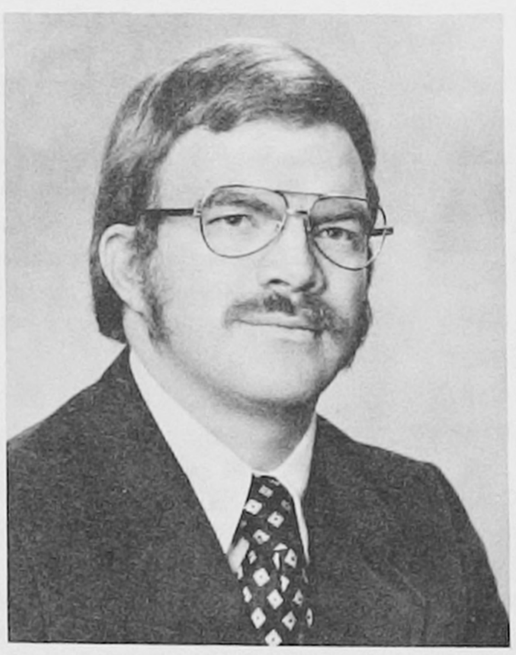
Robert E. Sneider has won distinction as one of the youngest-ever Fellows of the Society of Actuaries; he's also been named an assistant actuary and an officer of National Life Insurance Company



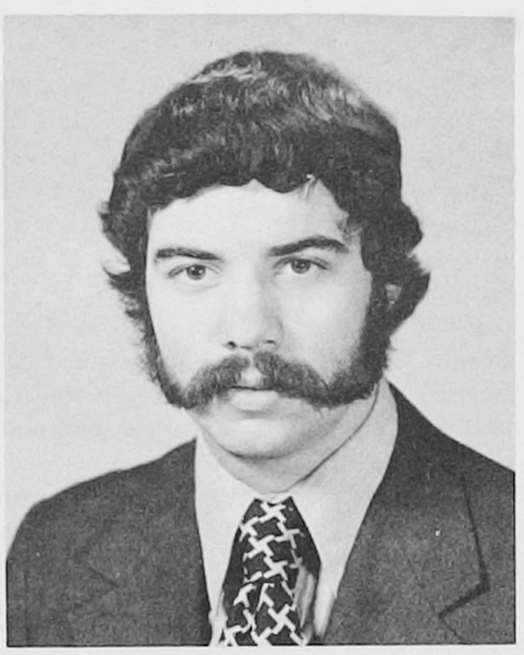
Douglas Brandrup '63



David Emerson '68



Bently Gregg '68

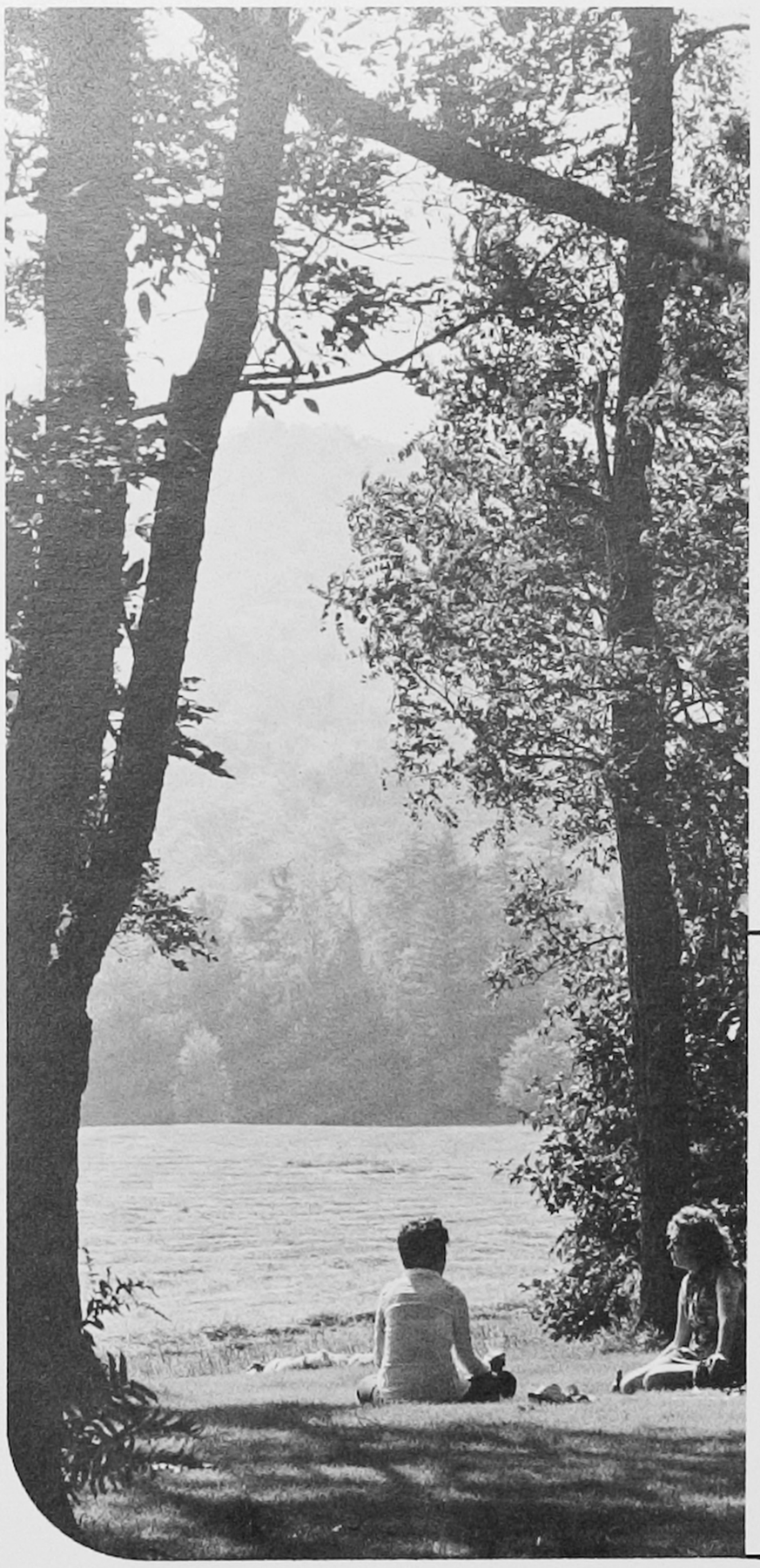


Robert Schneider '72

Middlebury ALUMNI COLLEGE

. . . a unique educational experience for alumni and parents. Three days of intellectual stimulation midst the pastoral charm of the College's Bread Loaf Mountain Campus. The Bread Loaf Inn will provide accommodations for participants in this first annual Alumni College with enrollment planned for 60 on a first come basis.

Sept. 3 to 5, 1976 — AMERICAN SELVES: SOME FORMS AND USES OF AUTOBIOGRAPHY



WAR AND DIPLOMACY IN THE MIDDLE EAST

Faculty: Howard M. Munford '34, Charles A. Dana Professor of American Literature; John J. Conron, Assistant Professor of American Literature; Russell J. Leng '60, Associate Professor of Political Science; John Spencer, Assistant Professor of History.

Guest Lecturers: Olin C. Robison, President of Middlebury College; Reginald L. Cook '24, Charles A. Dana Professor Emeritus of American Literature.

Administrative Staff: Academic Director- Bruce B. Peterson '56, Professor of Mathematics; Administrative Director- Kenneth A. Nourse '52, Director of Public Affairs; Youth Program Coordinator- Barbara A. Weeks, Assistant Director of Alumni Relations.

I would like to receive additional information about Middlebury Alumni College

Print name and address and mail before March 1, 1976 to KENNETH A. NOURSE '52, Director of Public Affairs, Old Chapel, Middlebury College, Middlebury, VT 05753.

NAME _____ CLASS _____

STREET _____

CITY _____

STATE _____ ZIP _____

lege Women Contest. Candidates were judged on their campus and community activities, awards and scholastic achievements, leadership abilities, and work experience. Ten finalists were chosen from among 700 applicants. Need we say more?

Sara Meyer is now out in Minneapolis at the University of Minnesota. She is a graduate student and teaching assistant in the School of Journalism and Mass Communication. Her address: 3116 E. 24th St., Minneapolis 55406.

Susan Hume writes that she is now working as a professional figure skater and it's no wonder—we remember that bright spark in the Midd Winter Carnival Ice Shows! Her proteges are a lucky crew. She's teaching at the Potsdam, N. Y. Figure Skating Club, as well as figure skating classes at St. Lawrence University. She is also giving private lessons. Sue lives at 29 Lawrence Ave., Potsdam, N. Y. 13676.

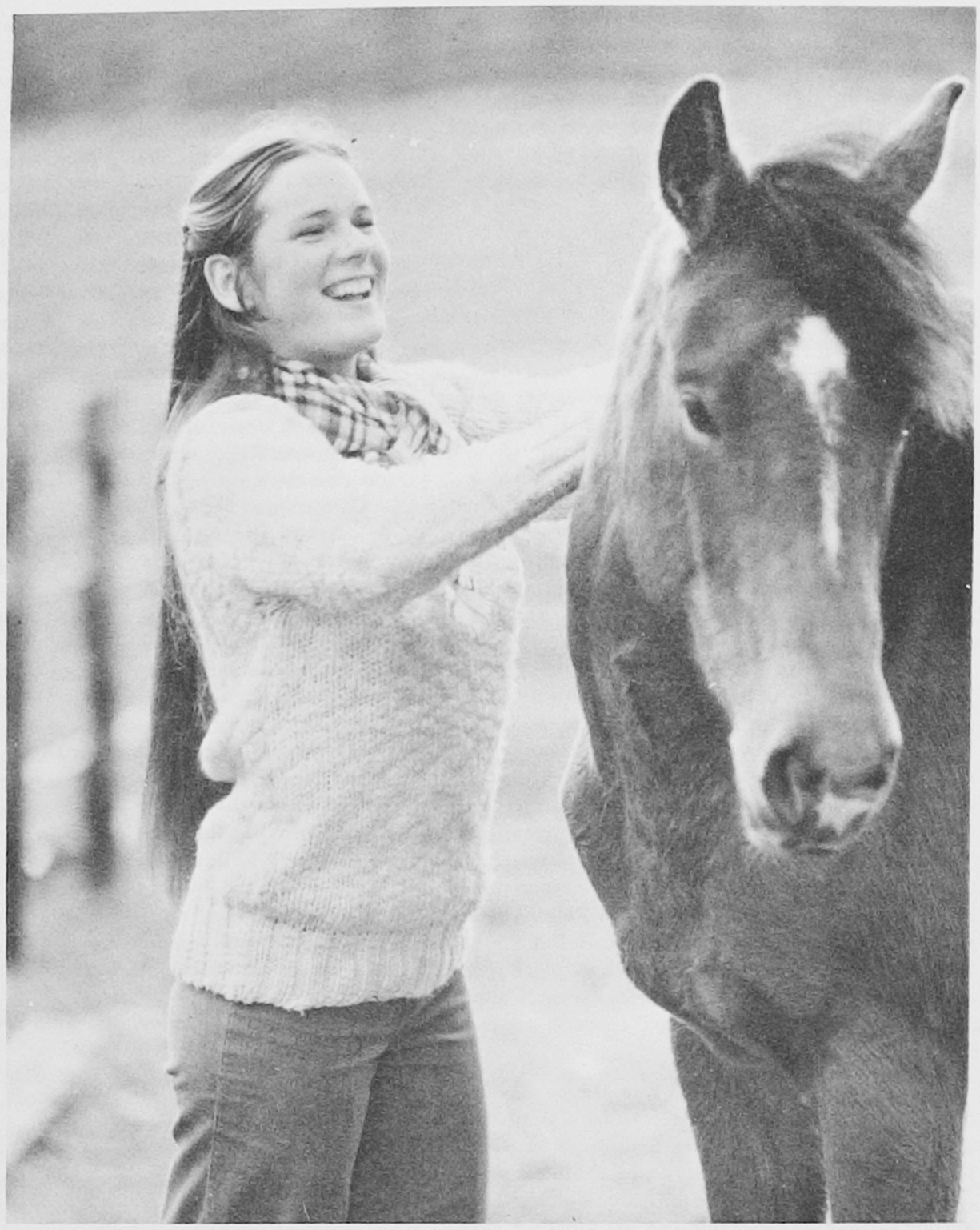
Gordon Jamieson lives at 37 Montgomery Avenue, Greenwich, Conn. 06830 and he must be one of those suburban commuters because he works in NYC at the Sloan-Kettering Institute for Cancer Research. Gordon is a research technician in the Pathology department, helping to investigate "the tissue specificity of histones and the possible relationship of other nuclear components in normal and cancerous tissue." He also plans to take a course in Molecular Biology at Hunter College and to continue his hospital volunteer work and the Emergency Room. The Middlebury Volunteer Ambulance Association still needs you, Gordon.

We have another award winner, **Christopher Zamore**! He has received one of the Woodrow Wilson National Fellowship Foundation's new Teaching Fellowship awards. The program is designed to improve the quality of secondary education through encouraging outstanding students to consider careers as high school teachers.

Joseph Damron is out in Glendale, Arizona at the American Graduate School of International Management. The school is the only one in the US devoted exclusively to training men and women for international careers. Where to after that, Joe?

Sarah Kotchion is an English teacher at Cushing Academy, Ashburnham, Mass.

. . . And so it goes for our class. Let us hear from more of you for the Spring issue, either through your class secretaries or directly through the Alumni Office.



Laura Ellis '75

MASTERS

Sheila Brooks Blossom '55 received her EdD degree from Rutgers in June, 1975. Sheila lives at 404 Woodcliffe Ave., Stroudsburg, Pa.

Louise Planck Terry '66 received her DML degree at Middlebury College in August 1975. (see 1948 Class Notes.)

Peter A. Checca '70 has received his PhD in Spanish from Penn State.

Jay S. Hoar '64 is with the University of Maine's Farmington Learning Center, English Department. Jay has taught in several Maine high schools and has done advanced study at the University of Maine and University of Massachusetts. He is now researching a book to be published in 1976, entitled **Sunset and Dusk of the Blue and the Gray**, which deals with the last surviving veterans of the Civil War as they were in the 1940's and '50's.

Brother Dominic Fontaine '65 has been appointed executive director of public information and development for the Long Island-New England Province of the Brothers of the Christian Schools.

P. Andrew McCormick '62, assistant professor in the Modern Languages department at Baltimore's Loyola College was named an "Outstanding Educator of America" for 1975. A specialist in Russian studies, Dr. McCormick is a frequent lecturer on aspects of Soviet life and has traveled extensively throughout the USSR.

Florence Linda Amzallag '67 is now Mrs. Peter Tatistcheff. She is a candidate for a master's degree in International Affairs at Columbia.

Lisa Fudge '74 is teaching Spanish I, II, & III at the Buxton School in Williamstown, Mass.

James Shank Angle '66 has been promoted to full professor of English at Ferrum College, Ferrum, Va. He has served as chairman of the Humanities since 1965. Jim married **Kathleen C. Bailey** '66 on May 17, 1975.

Eleanor R. Annin '73 has been Frau Christoffer Van Delden since March 25, 1972 (sorry we didn't receive this information sooner!). Her address: 8 Munchen 71, Memlingstrasse 12, West Germany.

(Rev.) Gregory Chamberlin '73 will serve as Vice Rector of St. Meinrad College, Indiana, in addition to his responsibility as Dean of Students and a member of the faculty, teaching first-year French.

Jackie Van Every '72 married Robert Janes on December 21, 1974. They are presently living in Connecticut at 48 Newton St., Bridgeport 06605.

Florence Johnson '65 is a member of the faculty in the Bromfield School in Harvard, Mass. She teaches French and English.

Wesley McNair '68 is a professor of English and Art at Colby-Sawyer College, New London, N. H.

Norman Tronerud '50 teaches at the Marblehead High School in Marblehead, Mass. Norman has had several one-man shows of his art work. They include paintings in watercolor, oil, and acrylics; sculpture in stone, clay, wood, and welded steel; and drawings in pencil, charcoal, and pen and ink.

Eileen Rose Cassel '68 is now Mrs. Robert John Herbert, married August 2, 1975 in Bedford, New York. They are living at 105 Woodland Hills, White Plains, New York 10603.

Middlebury

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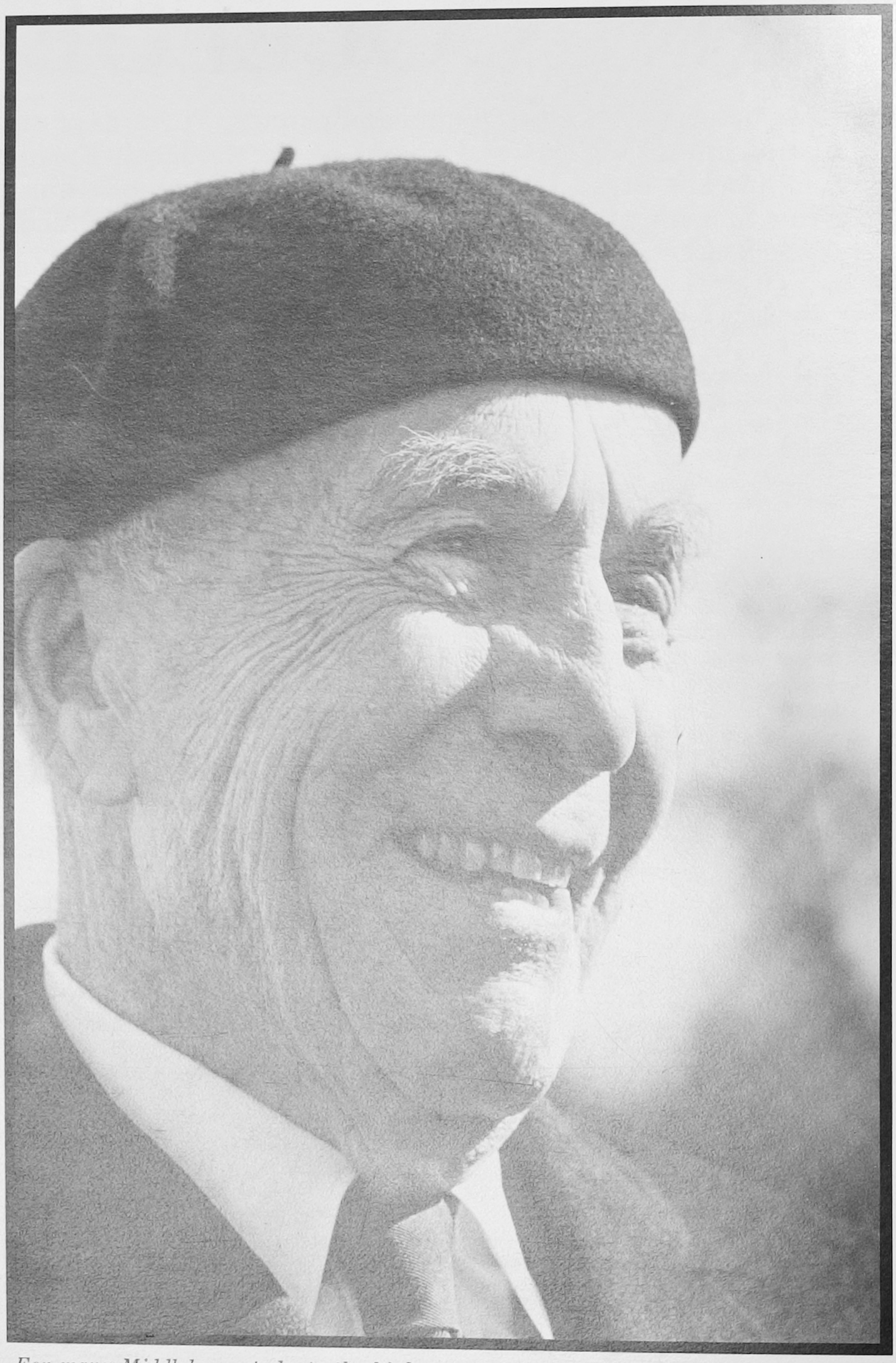

For many Middlebury students the high point of an interesting Inaugural Week was the talk and poetry reading given by Archibald MacLeish. *(See page 14.)*